DOCUMENT RESUME

ED 247 376 CE 039 338

AUTHOR Stone, Judson; And Others
TITLE Pre-Layoff Intervention: A Response to Unemployment. Second Edition.
INSTITUTION Michigan State Dept. of Mental Health, Lansing.; Michigan Univ., Ann Arbor, Inst. of Science and Technology.
SPONS AGENCY Department of Health and Human Services, Chicago, IL. Region 5.
PUB DATE Jun 84
NOTE 173p.; A prevention services project of the Six Area Coalition Community Mental Health Center.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adults; Attitude Change; *Community Resources; *Dislocated Workers; Economic Development; Employee Attitudes; Employer Attitudes; Employers; Employment Programs; *Job Layoff; Job Placement; Job Search Methods; Job Training; Labor Market; Labor Needs; Mental Health; *Outplacement Services (Employment); Planning; *Program Development; Retraining; *Stress Management
IDENTIFIERS Michigan (Detroit)

ABSTRACT

Based on a program provided by a consortium of mental health centers in the Detroit, Michigan, area, this manual is intended to assist in the development and delivery of programs that allay or prevent the devastating human impact of plant shutdowns and large-scale layoffs. The guide focuses on delivery of programs that promote more effective use of existing community resources, the development of practical strategies for coping with emotional and economic stress, and reemployment by facilitating referral and development of job-finding skills. The manual is organized in five sections. Following an introduction and overview in section I, section II describes the theoretical background immediately relevant to program design. It examines the physical and emotional consequences of job displacement, the life-cycle of related stress, and the particular vulnerability of various sub-populations. Section III explores the issues involved in assessing the total environment prior to program implementation. In section IV, planning considerations for pre-layoff interventions are discussed, while section V presents descriptions of specific program components for immediate adaptation or application. Each component descriptor incorporates summaries of program objectives, strategies for adaptation, prescriptions for avoidance of possible pitfalls, and examples of related materials or guides. Appendixes to the guide include relevant readings, sample formats or guidelines, and resource materials. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PRE-LAYOFF INTERVENTION: A RESPONSE TO UNEMPLOYMENT

ED247376

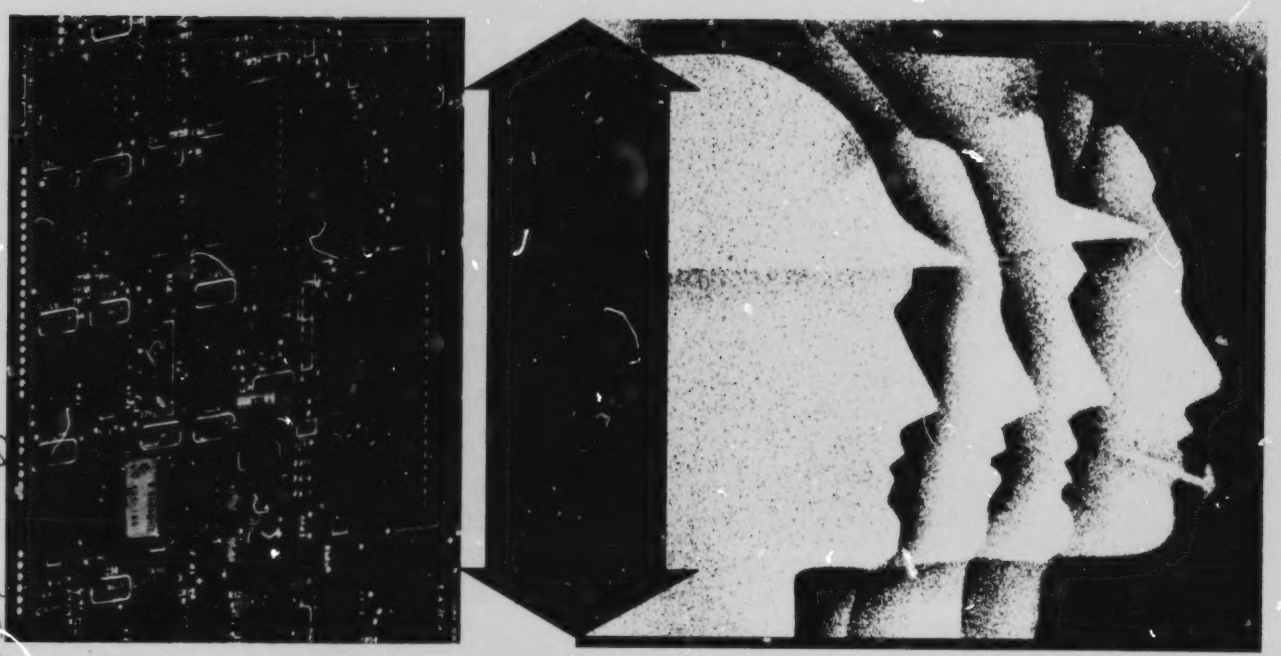
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



by Judson Stone and Charles Kieffer
Prevention and Demonstration Projects Unit
Industrial Development Division • Institute of Science and Technology • The University of Michigan
Michigan Department of Mental Health

PRE-LAYOFF INTERVENTION: A RESPONSE TO UNEMPLOYMENT

Second Edition

By

Judson Stone and Charles Kieffer

with the assistance of:

Corenne Crealy
Sandra Johnson
Delores Love
Rosie Raglin
Zona Sheiner
John Van Camp
Lillian Van Diver
Viola Vaughn
Louis Ferman
Betty Tableman

a prevention services project of
the community mental health centers in Wayne County

Detroit East
Detroit Central City
New Center
Northeast Guidance Center
Operation Hope
Southwest Detroit

Six Area Coalition
the Detroit-Wayne County Mental Health Services Board
and the
Prevention and Demonstration Projects Unit
Michigan Department of Mental Health

Funded by
Michigan Department of Mental Health,
Prevention and Demonstration Projects Unit
and
Region V ADAMHA, U.S. Department of
Health and Human Services

in cooperation with
Industrial Development Division
Institute of Science and Technology
The University of Michigan

June 1984

TABLE OF CONTENTS

LIST OF TABLES v

LIST OF APPENDICES vii

SECTION I: INTRODUCTION 1

A. Brief History of the Project 1
B. Goals and Assumptions 4
C. Structure and Use of the Manual 6

SECTION II: THE EXPERIENCE OF UNEMPLOYMENT 11

A. Who is Most Vulnerable? 14
B. The Impact of Job Loss: A "Life-Cycle" Perspective 17
C. The Impact of Unemployment--Implications for Program Design 23

SECTION III: ASSESSING THE PROGRAM ENVIRONMENT . . 27

A. Assessing the Political and Economic Climate . 30
B. Assessing the Agency's Commitment 32
C. Assessment of the Program Setting 35

SECTION IV: INTERVENTION STRATEGIES: PLANNING CONSIDERATIONS 39

A. Clarifying Commitment 39
B. Marketing Interventions 40
C. Developing a Community Services Network . . . 50
D. Marketing Considerations for the Consumer/ Worker and Family 54
E. Time Frames as Issues of Planning 59

SECTION V: INTERVENTION STRATEGIES: PROGRAM COMPONENTS 63

A. Overview 63
B. Emotional and Economic Coping Skills 67
1. Information and Resource Guide 67
2. Information and Resource Meeting 71
3. Coping Skills Workshops 76
C. Employment Transitions and Job-Finding Skills 81
1. Job Information and Referral 81
2. Job Skills Assessment 85
3. Job-Seeking Skills/Job-Finding Clubs . . . 89
4. Early Retirement Programs 94
D. Long-Range Interventions 97
1. Peer Support Groups 97
2. Information Hotline and Clearinghouse . . 99
3. Worker Retraining 101
4. Worker Relocation 104

5. The Irregular Economy: Barter, Skills Exchange, and Worker Cooperative Programs 105

E. Changing the Base: Collective Bargaining, Worker Control, and Advocacy for Economic Development 107

NOTES 111

REFERENCES 112

LIST OF TABLES

Table 1:	Possible Ordering Of Events in Planning for Plant Closing and Permanent Layoffs .	7
Table 2:	Unemployment and Cycles of Stress Patterns	18
Table 3:	Possible Interventions	41
Table 4:	Consumers and Collaborators in Pre-Layoff Intervention	42
Table 5:	Relationship of Patterns of Stress to Intervention	61

LIST OF APPENDICES

APPENDICES		113
APPENDIX A.	OUTLINE OF ASSESSMENT ISSUES FOR PRE-LAYOFF PROGRAM PLANNING	115
APPENDIX B.	GENERIC FORMAT FOR INFORMATION AND RESOURCE GUIDE	127
APPENDIX C.	"ALL YOU NEED TO KNOW WHILE YOU ARE UNEMPLOYED"--A GUIDE TO RESOURCES AND ACTIVITIES	129
APPENDIX D.	PROBLEM-SOLVING SKILLS TRAINING MODULE	147
APPENDIX E.	ASSERTIVENESS TRAINING FOR JOB HUNTERS	151
APPENDIX F.	STRESS MANAGEMENT THROUGH SOCIAL SIMULATIONS	161
APPENDIX G.	A MODEL FOR A WORKSHOP OF EARLY RETIREMENT OPTIONS	167
APPENDIX H.	TRIGGER VIDEOTAPE: NOT WORKING COMMUNITY DIALOGUE	173

SECTION I

INTRODUCTION

A. Brief History of the Project

In the fall of 1979, demand for American-made automobiles produced in the Detroit area began a serious decline. This decline coincided with a general downturn throughout the American economy. While the national recession bottomed out, the market for the American automotive industry continued its downward trend. In consequence, numerous industrial facilities were closed, and large-scale layoffs were initiated. These affected not only auto workers, but thousands of workers in related industries throughout Michigan. While there have been seven recessions since World War II, this recession differed from the earlier ones in that white collar and skilled trades workers were laid off in larger numbers than ever before.

By the fall of 1980, it was becoming painfully clear that the state would continue to bear the brunt of an economic depression far more serious than anywhere else in the nation. Over 300,000 individuals in the Detroit Metropolitan Region alone--or about 15 percent of the work force--had become casualties of plant shutdowns or permanent layoffs. In many instances entire factories, with many years of history behind them, were forced to close

altogether. On a per capita basis, non-whites were laid off at a rate more than double that of white workers. That ratio was doubled again for youth and adults under 25.

Not surprisingly, mental health agencies in the Detroit area began to experience dramatically increased demand for services from unemployed individuals and families. These demands encompassed matters far broader than single mental health centers--or any other individual human service organization--could efficiently confront. Needs for basic resources (e.g., food, shelter, money), problems of domestic violence, increasing substance abuse, questions of job referral, confusion as to benefits and entitlements, and pervasive depression were among the concerns brought before relatively unprepared helping agencies. Further complicating this matter, all this was occurring at a time in which cutbacks in public funding were reducing ability to provide related services. In struggling to develop effective service networks and programs to address these expanding needs, several mental health centers in the Detroit-Wayne County area agreed to pool their knowledge and expertise in a collaborative effort.

At the same time, State and Federal mental health officials were becoming increasingly concerned. Both the difficulty in local services delivery and a growing scientific literature have supported the direct association between unemployment and physical and emotional health. As such, this linkage of economic vitality and status of public

health has inescapably crucial social policy implications. The economic and social disruption experienced in Detroit, unfortunately, might be seen as the forerunner of many similar future occurrences. In their concern for the entire range of unemployment-related services needs, representatives of the Region V Office of the Department of Health and Human Services were particularly interested in how local mental health centers (and other human services providers) could and should respond to plant closings and work force reductions in their own communities. More specifically, the Region was invested in exploring preventive effects of pre-layoff programming linking resources of labor, management, and local human services providers.

In response to this interest and their immediate need, the consortium of mental health centers mentioned above submitted a related proposal to the Region V Office. With the support of the Michigan Department of Mental Health, which later assisted in funding this project, the consortium was awarded a small grant through the Six Area Coalition Community Mental Health Center to develop a working manual for implementing pre-layoff programs in situations of plant shutdown or mass job displacement. While reflecting a "mental health" orientation, the manual is intended as a resource for broad adaptation and utilization.

Participating in the consortium funded were representatives of the Detroit East Community Mental Health

Center (CMHC), Central City CMHC, New Center CMHC, Northeast Guidance CMHC, Operation Hope CMHC, Southwest CMHC, Detroit-Wayne County Community Mental Health Board, and the Michigan Department of Mental Health. Officials from the United Auto Workers Department of Community Services also contributed generously of their time and talents in helping sensitize the providers to the special needs of workers and the problems of implementation. The Six Area Coalition CMHC served as a formal grantee and provided ongoing project direction and coordination.

B. Goals and Assumptions

This manual is intended to assist in developing and delivering programs which allay or prevent the deleterious human consequences of plant shutdown and large scale layoffs. Although pre-layoff prevention services are only part of a necessary continuum of unemployment-related services, the manual will focus on the period immediately preceding and succeeding job dislocation. As such, it will concentrate on delivery of programs which: (a) promote more effective utilization of existing community resources, (b) promote the development of practical strategies for coping with emotional and economic stress, and (c) promote re-employment by facilitating referral and development of job-finding skills. It sees as its targeted audience all categories of laid-off or unemployed workers--skilled and unskilled, blue collar and professional. Because intensity of need is heightened in particular sub-populations, it is

especially concerned with the needs and conflicts of workers over fifty, young heads of household, minorities, women, and the previously unemployed.

The manual has been designed for use both by mental health professionals and other human services workers. Though intended for general readership, it presumes an already existing fluency in community resources networking, program development, and preventive mental health. It also assumes some familiarity in providing services to working populations--whether through employee assistance programs or other service delivery mechanisms. Consequently, it will not explicitly discuss relevant strategies of community organization, principles of prevention, or techniques for developing rapport with workers and management in industrial settings.

The manual presumes that every community and every industrial setting is, in some significant manner, different. Local history, economics, values, and resources will impact on the character of problems and the promise for solutions in each specific locale. Material has consequently been organized to allow the reader to focus selectively on segments relevant to particular situational needs. Diversity and flexibility are guiding principles throughout.

The manual also anticipates that strain and denial throughout the populations and institutions involved will complicate implementation. Information and approaches

shared have all been developed with these emotional obstructions in mind. The programs proposed all reflect a special commitment to sensitivity to the worker perspective, and to significant worker participation in delivery as well as design.

Conceptually, problems pursuant to mass layoffs are viewed in the broadest of social, political, and economic terms. Related preventive programming is conceived in similarly broad perspective. Table 1 delineates a continuum of levels and timing of preventive interventions. The limited scope of this project, however, restricts detailed discussion to those options dealing with pre-layoff and transitional concerns. More complex and longer-range alternatives--e.g., community resource development, worker retraining, cultivation of new employment opportunities, and economic advocacy--must be respected as valid and viable elements of a human services-based prevention strategy. Moreover, cost effectiveness in the long run requires closer attention to more fundamental sources of social, emotional, and economic stress. Only the practical constraints of producing this manual are responsible for the emphases it selects.

C. Structure and Use of the Manual

This manual is designed for general use and broad application. As such, it is constructed to allow for selective attention to specific needs and interests. It is arranged to be responsive to setting specific demands, and

TABLE 1

POSSIBLE ORDERING OF EVENTS IN PLANNING
FOR PLANT CLOSING AND PERMANENT LAYOFFS

2 Years Prior to Layoff	1 Year Prior to Layoff	6 Months Prior to Layoff	Post Layoff
•Community Needs Assessment •Early Warning System in Place •Collective Bargaining Agreements •Advocacy for Economic Development	•Worker Retraining •Option for Worker Control of Plant •Community Services Network •Pre-Layoff Program Marketing	•Plant/Labor Provider/ Worker Steering Committee •Job Skill Assessment •Job-Seeking Skills and Activities •Information & Resource Conveying •Coping Skills Workshops •Worker Relocation/Early Retirement •Information & Resource Guide	•Peer Support Group •Hotline/Clearinghouse •"Irregular" Economic Activities

Note: With appropriate advance planning, nearly every activity could be developed and begun before layoff actually occurs.

it is structured to provide a cognitive road map for program implementation.

Section II of the manual will focus on theoretical background immediately relevant to program design. It examines the documented physical and emotional consequences of job displacement, the "life-cycle" of related stress, and the particular vulnerability of varying sub-populations.

Section III will explore the issues involved in assessing the total environment prior to program implementation. It offers a comprehensive strategy for "quick and dirty," cost-effective analysis which will contribute immeasurably to program planning and design.

Sections IV and V are the "heart" of this publication. Section IV explores central planning considerations for pre-layoff interventions. Section V presents, in significant detail, descriptions of specific program components for immediate adaptation or application. Each component descriptor incorporates summaries of program objectives, suggestions and strategies for adaptation, prescriptions for avoidance of possible pitfalls, and examples of related materials or guides. The Table of Contents lists each specific component. Readers can look for approaches which seem most appropriate to their situations, and turn immediately to those segments for reference.

Section VI, the Appendices, includes a wealth of supplemental information, specifically expanding upon the components discussed in Section V. Relevant readings,

sample formats or guidelines, and miscellaneous resource materials are all incorporated in this final section.

The creative reader will appreciate this guide as a blueprint for flexible adaptation. While written from the vantage point of mental health services providers, it is shared as a tool for all with investments in more effective human services provision. While offering concrete aid to those considering pre-layoff program creation, it is offered, as well, as conceptual provocation for local consideration and alteration.

SECTION II

THE EXPERIENCE OF UNEMPLOYMENT

Harvey Brenner (1973), in Mental Illness and The Economy,[1] posits a direct association between macroeconomic decline and aggregate social pathology. According to his increasingly familiar hypothesis, for every one percent increase in the national unemployment rate, the following additional associated events will occur in a given three-year period:

38,887 deaths
20,240 cardiovascular failures
495 deaths from alcoholism
920 suicides
648 homicides
4,227 admissions to mental hospitals
3,340 admissions to state prisons

* * * * *

Sidney Cobb and S. V. Kasl (1977),[2] in a longitudinal study of the effects of plant shutdown, reported higher blood pressure, higher uric acid levels, increased levels of chloresterol, increased incidence of peptic ulcers, higher incidence of arthritis, higher anxiety, and increased personal anguish in their sample of laid-off workers and their wives.

* * * * *

Matthew Dumont (1977),[3] in a review of the literature, reports clearly established relationships between unemployment and sexual dysfunction, divorce and desertion, domestic assault, alcoholism, child abuse, and psychosomatic disorders.

* * * * *

Although research on the personal impacts of job loss continues to be relatively scarce, there is a clearly emerging consensus that unemployment is a markedly stressful experience--and that many individuals suffer physical or emotional disruption in association with that stress. Further corroborating this presumption, human services agencies--both locally and nationwide--report increased demand for services related to individual and familial emotional conflict as rates of unemployment rise.

In the context of general economic decline, related complications add to the severity of the problem. As growing numbers of workers become displaced and an increasing number of businesses decline, a quickly saturated market for labor locks people into unemployment. At the same time, shrinking revenues force cutbacks in social services--just when such assistance is most required. Moreover, workers' natural networks of support fall victim to the same economic circumstance, and all are left to struggle with their conflicts on their own. This scenario is indicative of the need for carefully planned and immediate amelioration.

Unfortunately, there continues to be a dearth of good data on the process and long-term effects of mass layoff and plant shutdown. Most research on shutdowns has been limited to case study format, and examination of impact on their victims has been limited to documenting short-term effects

(See Ferman and Gordus, 1979).[4] There has been no longitudinal exploration of consequences for individuals, their families, their relations or community systems; hence, anecdotal data and experience become the only reliable foundation of knowledge. This shortcoming may be consequential at the level of policy and program administration, but it need not adversely affect the creation and delivery of needed assistance.

The relationship between need for data and effective program planning is demonstrated in an apparent dilemma: immediate demand for services in the Detroit area has not risen in direct proportion to skyrocketing layoff rates. Several reasons have been offered for this occurrence. These include: (a) some workers, especially skilled and unskilled, have learned to expect layoffs, and thus assume unemployment as a fact of life; (b) workers and their families persist in maintaining beliefs that re-employment is just around the corner--even when it isn't; (c) manifestations of emotional problems are seen as temporary conflicts that will fade away with re-employment; (d) workers and their families do not link problems they are experiencing with unemployment or view them as issues that a mental health center might assist with; and, (e) workers wait for problems to pile up, so that agencies may experience increases in demand a year to two following layoffs. (f) some workers, especially white-collar, may be very fearful that neighbors will learn of their plight and

decide to maintain a "life as usual" attitude. Regardless of the actual explanation, the discrepancy further establishes the need for more insight into the experience of unemployment. The paragraphs which follow summarize what can be said of the impact of unemployment on physical and emotional health. They also will draw out related implications for designing responsive and preventive interventions. We may not have much hard epidemiological data on these concerns, but we do know something about helping others learn to come to grips with related stress.

A. Who is Most Vulnerable?

While little research has been directly concerned with vulnerability to the stress of unemployment, years of experience in providing human services helps establish needed insights. The following paragraphs briefly explore the intensity of effect, or degree of risk, in particular subpopulations.

1. Older Workers

Job displacement for middle-aged and older workers is particularly difficult to confront. For these individuals, the loss of stability, loss of status, and loss of secure retirement combine to generate intense emotional stress. In addition, older workers have more substantial obligations and fewer prospects for re-employment at equivalent pay. They are less able to relocate and more difficult to retrain. For many laborers, the physical ravages of former

jobs render them unable to pass a physical examination for a prospective new employer. Early retirement may exist as an option for some, but this alternative is not often very desirable, and for many, it is not available. Generally, they are caught in the bind of being too old to work, but too young to retire. Additionally, many in this age group come to feel that the American work ethic value system has failed them.

2. Young Married Couples

Young married men and women with dependent children are often extremely vulnerable. These couples usually have little to fall back on and are forced to cope with stress for which they have no preparation. The strain which usually follows unemployment tends to undermine not yet solidified interpersonal bonds and fosters a renewal of dependency on parents--just at the point when independent marital bonds should be strengthened instead. Divorce and separation--and at times, domestic assault--are highly prevalent in this population group.

3. White Collar Workers

Usually layoff is thought of as a worker-class phenomenon; however, white-collar workers have been affected to an increasingly visible degree. In this context, they may also be much more surprised by the experience and less emotionally prepared. Even at the upper levels, where the cushion of financial fallback exists, the loss of financial

flexibility can be seriously threatening. More and more of these families are experiencing problematic conflict and layoff-related strain.

4. Women and Minorities

Women and minorities are especially vulnerable to the stress and strain of layoff. Both groups tend to have less seniority, and consequently are the first workers let go. In addition, they experience prolonged pain as the last to be rehired. As women have struggled to become self-supporting single heads of household, the loss of employment undermines their efforts to maintain their new identity and self-reliance. The same dynamic holds true for most ethnic minorities, as well. The consequent tensions create greater risks for both these minority groups.

5. Underemployed

Vulnerable, too, are those, mostly unskilled, who work on and off as the economy and job availability permit. Local evidence suggests that these workers experience considerable emotional and physical stress.

6. Survivors

Those left working in devastated plants are vulnerable to stress and strain as well. The guilt which accompanies survival and anxieties about being next in line often lead to conflicts which are parallel to those of peers laid off. At the same time, the destruction of social networks on the job fosters stress of significant proportion.

7. Youth

Youth unemployment has been with us so long, we now have young people in their thirties who have never held a steady job. This is particularly hard on workers trying to plan for a family.

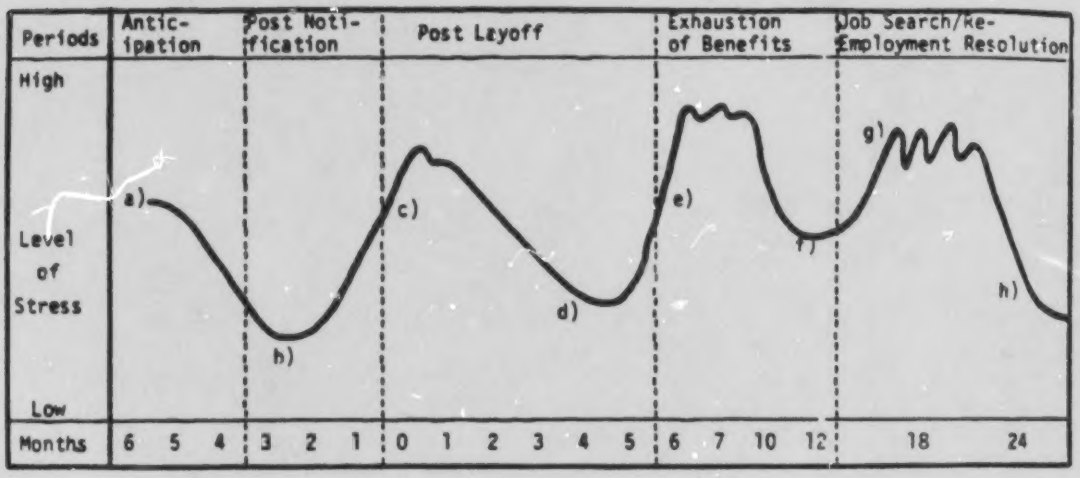
B. The Impact of Job Loss: A "Life-Cycle" Perspective

One thing that is known about the consequences of layoff is that individuals tend to progress through predictable phases of emotional response (see Table 2). Generally, there exists some advance warning of layoff--if only in information terms. Signals and rumors of impending plant closing always precede any formal announcement or notification of decision. This initial phase of anticipation is often characterized by greater stress than the layoff itself. During this period, the worker confronts continuous nonspecific uncertainty regarding his/her job and future, which often produces marked levels of anxiety. For some, this anxiety provokes job search and constructive preparation. More frequently, however, all parties involved are paralyzed by collective apprehensions and disbelief. At the same time, it is not unusual to see sickness and accident claims increase because workers anticipating layoff sometimes become careless and accident-prone.

Even with confirmation of layoff, and through most of the post-notification (pre-layoff) phase, worker and union response is generally characterized by denial. Fantasies of last-minute salvation and elemental avoidance of pain

TABLE 2*

UNEMPLOYMENT AND CYCLES OF STRESS PATTERNS



*This is a representational model and is not based upon actual research findings.

a) First learn of impending layoff.

b) Hope it won't happen/denial.

c) Layoff occurs.

d) Subfunds, training money, Employment Security Commission payments/denial.

e) Payments run out/frustration, anger, withdrawal, depression, violence.

f) Serious job searching.

g) Job search failure.

h) Realistic job search and find.

combine to perpetuate the absence of personal acceptance of inevitable fate. It is not unusual during this period to find workers looking forward to layoff as time for vacations

or fishing or fixing up the house. Seriously looking for work is avoided, as is preparing for the future. While this is theoretically seen as the most promising moment for preventive intervention, the reality of denial is so strong as to subvert most pre-layoff assistance attempts. Neither workers nor their leadership are accessible for significant planning or counseling efforts. While many outplacement, referral, and counseling programs have been staged in this phase, those who participate largely are uninvolved and uninvested.

As the actual date of layoff approaches, individuals become a bit more realistically concerned, and planning takes on a slightly more serious tone. To the extent that this is true, the period immediately prior to and following the moment of layoff is of greater potential for unemployment counseling and assistance. Even then, it is important to note, the cushioning effect of unemployment insurance may prolong procrastination. Especially within the auto industry--where TRA and "sub-funds" can be added to generate unemployment benefits--there are few incentives to serious pursuit of immediate re-employment, and fewer sources of immediately experienced stress.

While it may appear somewhat surprising, the event of layoff, itself, seems not to be terribly traumatic. However, as unemployment is extended through the post-layoff phase, sources of conflict and stress more gradually emerge. Vacant hours lead to h[illegible]edom and bor[illegible]dom to guilt, which

turned inward evolves as depression. The feelings of concern and resentment so long denied gradually generate hostility. As the economic events which precipitated layoff become further distant, some workers begin more to wonder if they couldn't have acted to prevent their loss of work in the first place. They also begin to feel more anxious and angry about not having been more successful in obtaining re-employment. Sometimes the personal feelings of anger will be vented upon those within easiest reach. Spouses, children, relatives, friends and neighbors become frequent recipients of unprovoked emotional blasts. As significant others are forced to assume new income-producing roles, familial equilibrium is disturbed, and interpersonal strains grow more aggravated.

The longer the period of unemployment continues, the more stressful the experienced reality becomes. Sufficient income is perhaps the most critical determinant of emotional adaptation. (Ferman and Gardner, 1979[5]) For white-collar and blue-collar workers alike, financial security promotes stability of life style, allows continuing contact with support groups in which finance is a condition of belonging, and perpetuates the feeling of personal control. Loss of feelings of personal control makes life feel unpredictable; loss of crucial social supports engenders feelings of self-doubt, low morale, depression, and rage. Despite the reality that thousands of workers and peers may have been

laid off, individuals experience unemployment as a highly personal and lonely phenomenon.

The period of most intense anxiety begins as benefits are exhausted. While personal and familial life is affected from the outset of unemployment, it is most significantly altered in this exhaustion of benefits phase. The loss of all dependable external income forces changes in wage-earner roles, transition in familial roles, interruption of children's education plans, and a confrontation of the worker's sense of identity and self-responsibility. Consequently, familial stress becomes heightened, self-blame becomes more exaggerated, and problems in relationships become more intense.

As exhaustion of benefits occurs, the worker also is forced to confront the harsh realities of looking for work when there are very few jobs to be found. For individuals whose sense of identity is rooted in work and providing for one's own family, this shock can be difficult to cope with. Some choose to "skid" into positions with lower wages, reduced responsibility, poorer benefits, and less emotional reward. Aiken, Ferman and Sheppard (1968)[6] have shown that the "skidding" experience increases emotional strain and lowers self-esteem. Others--particularly older and middle-aged workers--feign physical ailments or try early retirement as a means of avoiding the stigma of viewing oneself as "unemployed." Still others drift into more permanent "unemployment careers." Ironically, research

indicates that prolonged unemployment is less personally conflictual than repeated episodes or cycles of unemployment. (Ferman and Gardner, 1979[7]) This "career instability" disrupts financial viability, personal relations, personal sense of control, familial relations, and the individual's self-esteem.

During the period of post-benefits exhaustion, workers most need assistance. Unfortunately, this also is the time when these workers invariably are hardest to reach--and their defenses are at their highest. That is, frequently workers want to project an image of self-sufficiency--they can take care of the matter themselves and "don't need outside help." Given this commitment to pride and self-reliance, and the coincidence of cutbacks in agency outreach resources, their risk of strain is greatest in this phase.

It is also important to point out that, for a small number of workers, the job has provided the structure required to maintain their ego integration, and as such, long-term layoff may precipitate a psychotic episode. For others, new stresses may be enough to provoke a serious psychiatric incident. Identification of these individuals is not as difficult as it may seem since many are current or past agency clients and since union stewards are often skilled at uncovering especially high-risk clients.

Generally, then, it is possible to identify an adaptable sequence for personal experience of layoff or unemployment-related stress. To repeat, the worker moves

from an "anticipation phase" to a "post-notification phase" to a "post-layoff phase" to an "exhaustion of benefits phase" to a "phase of re-employment or resolution." Throughout this progression, uncertainty, financial stress, destruction of traditional supports, and personal and familial instability contribute to experienced physical and emotional strain. (See Table 2.)

C. The Impact of Unemployment--
Implications for Program Design

Generally, the effect of unemployment must be understood within the context of existing personal and economic conditions. The persons most at risk of adverse impact are those with heavy obligations, those without adequate social support, and those experiencing repeated unemployment. Not only laid-off workers, but their families, friends, and networks are vulnerable to interdependent sources of stress. The interaction of depression, isolation, status conflicts, worries about futures, intensity of self-blame, and subversion of familial relations contributes to the process through which conflicts will emerge. Individual predispositions, other situational stressors, and lifecycle development concerns further complicate the evolution of unemployment-related strain. Understanding the problems of unemployment through this ecologic perspective will contribute to design of more meaningful intervention.

There is no one source or consequence of stress having overwhelming general impact. Traditionally, people have defined themselves very much in relation to their jobs. As Rainwater (1974)[8] has described:

> Having a job provides validation. . . A job also provides (an opportunity) to be "someone." Even the most menial jobs provide a work group in which a man or woman can come to feel that he is known and positively regarded. . . . A job gives evidence day in and day out that one has something to offer in return for the resources he needs.

The loss of dignity which accompanies a layoff, the loss of social networks of support, the loss of breadwinner status, and the loss of social meaning all interact in generating increased personal stress. In better understanding how layoffs generate personal stress, we can more effectively construct our interventions. Knowing, for example, how important social support can be in promoting positive coping, we can build in strategies which foster increased social support. It is equally important to recognize that some groups--e.g., the bar scene--can reinforce non-adaptive behavior. In these cases it will be important to find means of countering their influence. Thinking of the utility of informal helping networks, we can provide assistance required to make them more useful in promoting re-employment and personal or familial counseling. Among younger and unmarried persons, friendship networks are key. Older and more established families more often derive support from friends, neighbors, or religious institutions. In much the same way, knowing the central significance of the role of

familial adjustment, we can organize our energies to help families remain more stable and mutually supportive.

It is also essential to understand cultural contexts much more clearly, to better attune planned intervention to particular social needs and cultural concerns. Much has been written of the world of work and various cultural investments in it; the reader is referred to that literature for further information.

More directly relevant to program design, every intervention must incorporate flexibility for the widely varying needs and demands of diverse unemployed populations. No one approach or strategy makes sense for all the varied personal contexts involved. As this manual presents interventions in the sections which follow, flexibility will serve as a critical orientation.

SECTION III

ASSESSING THE PROGRAM ENVIRONMENT

Based on the preceding discussion of the human impact of unemployment, the rationale for developing pre-layoff prevention is clear. In translating an initial interest in confronting the problems of layoff into viable intervention, the provider must first be sure to know what variables are likely to promote, or obstruct, the success of programs conceived. While the crisis orientation of many human services providers--and the short-term notice characteristic of layoffs--mitigates against assessment, programs that work best will be grounded in prior understanding of the program environment.

> **PRINCIPLE**
>
> Environmental assessment is the first step in successful intervention.

A range of environmental issues will impact on the quality of programs designed. Political, economic, cultural, and pragmatic concerns all influence the potential outcomes of preventive intervention. As an agency embarks on this difficult project, it is crucial that it have a clear sense regarding its level of involvement and

expectation. (Section C, later in this chapter, will expand on this concern.) From the very beginning, the provider will need to clarify its leadership role. In some communities, it may have to spearhead all programs conceived. In other communities, the agency may be more effective as a consultant to or supporter of efforts led by labor, management, or other community groups or providers.

PRINCIPLE

The agency's choice of leadership roles must be based on prior assessment.

The choice must be based on assessment of local need and practical reality.

This initial assessment of "what's going on?" and who's doing what about it?" need be neither long nor particularly demanding. It can be accomplished with several hours of focused effort and virtually no expenditure of funds. A few well-placed calls, e.g., to labor leaders, business leaders, or government officials, and a well-considered conversation or two can pull together much of the information initially required. Those who are used to calling upon informal communications networks and intersystemic relationships should have little difficulty with these tasks. With this rudimentary perspective established, further planning and assessment will be more efficient and productive.

PRINCIPLE

Utilize information networks as efficient and reliable sources for preliminary assessment.

This assessment is particularly crucial in staying attuned to the possibility of layoff. Awareness of predictors or signals of impending shutdown will allow the provider much greater lead time to initiate necessary program planning. Julius Majoros[9] has offered a list of eight management actions which have predictive value in this regard (below). If any cluster of these occurrences becomes visible, the provider should immediately take note.

EARLY WARNING SIGNALS FOR PLANT SHUTDOWNS

- Changes in key personnel in the higher management echelons.
- Movement of young managers to company headquarters, and replacement with men near retirement.
- Patchwork or absent maintenance.
- Failure to replace lost maintenance personnel.
- Relaxation of discipline policies.
- Delay in announcement of a negotiating team for upcoming contract talks.
- Slowdown in negotiations process.
- Failure to deny increasing rumors of impending shutdown.

A. Assessing the Political and Economic Climate

Human services interventions are inescapably a part of a larger political and economic dynamic. They cannot be insulated--nor should they be isolated--from related issues of shifts of investments (capital formation or capital mobility), labor costs, and profitability, or from budgetary cutbacks, bureaucratic shifts, and political manipulation. The consequence of these issues is evident in the failure of programs aimed at job referral where there are no jobs, or in retraining efforts which fail to consider concrete prospects for re-employment. Shifts in public and political opinion which usually accompany economic decline may also have serious consequences for the viability of preventive community services endeavor. Similarly, it is important to know to what extent the workers themselves are bearing blame for sub-profitability. If labor is being scapegoated in this way, program planning will need to be altered accordingly.

PRINCIPLE

Assessing the political and economic climate is essential to effective program planning.

Understanding the larger political and economic dynamics of plant closings and layoffs allows the provider to recognize constraints which impinge on programming options and their realistic potential for impact, even if the Center does not have the power base to bring about the

needed reforms. (See Section IV: B-4 for further discussion of these issues.) In view of the importance of these constraints, several crucial--but relatively simple--issues must be explored in considering initial program design and potential:

ECONOMIC AND POLITICAL ENVIRONMENT ISSUES

- Economic Reverberations

  To what extent will the plant closing(s) impact on the community's economic vitality? Will the loss of the plant undermine the viability of small businesses in the community as well? Is there potential for significant capital transfer away from the area?

- Long-Term Implications

  Why is the plant really shutting its doors, and what are the real possibilities of its ever reopening? Are the issues which led to this particular closing applicable to other local industries as well? What are the likely continuing impacts? Will the community's economic climate soon bounce back?

- Re-Employment Possibilities

  What are the prospects for re-employment in the community? Are new jobs now, or likely to be, created? To what extent is the area able to absorb its own displaced workers?

- Economic Alternatives

  Are there realistic opportunities for promotion of worker buy-out or other alternative economic development strategies? Does the agency have the

skill and capacity to facilitate or participate in promotion of these options?

- Socioeconomic Implications

  Will the change in economic realities alter emotional attitudes of the local population? Does "depression" become a descriptor for general personal feelings as well as the level of business vitality?

- Impact of Public Revenue and Services

  Is the economic reality which leads to plant closing simply a concomitant erosion of public revenues? Is that erosion of tax base sufficient to lead to retraction of funding for community services? Will staffing and auxiliary resources, therefore, be stable or in a state of decline? Will providers need to plan on delivering services with a significantly curtailed base of resources?

- Political Reverberations

  How meaningful are the political consequences of continuing economic decline? Is the political climate likely to be supportive of "prevention," or will it attack it as expensive and not quite worthwhile? Does the agency need to translate its interests into the new or more current vocabulary of political exchange?

B. Assessing the Agency's Commitment

In light of these larger environmental constraints, the provider must examine the more immediate issues which impact on program design. First and foremost among these is determining the agency's own capacity for intervention.

PRINCIPLE

The provider must initially assess its own capacities for constructive intervention.

Secondly, the agency must determine where it can be most effective in relation to roles played by management, labor, the community, and other human services networks. Among the central questions of assessment that the agency must seriously ask of itself are the following:

AGENCY SELF-ASSESSMENT ISSUES

- Is pre-layoff intervention consistent with the agency's history within the community?

  It may not be wise to take the lead in these programs if it is the agency's first foray into the territory. In such a case, the agency's efforts may be regarded with suspicion and distrust, and its potential for impact will consequently be subverted. It will be more effective in these situations to identify other organizations to work with as partners in intervention.

- Is pre-layoff intervention, in fact, within the scope of the agency's priorities and missions?

  Potential providers must avoid engagement in effort merely because it is timely and conceptually seductive. If the effort unduly extends the provider's mandated arena of authority, internal tension most likely will undermine resource commitments.

- Are there other agencies or programs better equipped or better positioned to coordinate these activities?

  Other organizations with established records in working with labor and management may have a more functional rapport and insight for spearheading these efforts. Although success will depend on mutual trust and understanding, the constraints and emotional confusions attendant with short-term pre-layoff notice may preclude opportunity for necessary and gradual relationship building.

- How is the agency generally perceived by local business and labor?

  Assessment of such perceptions may not, in the short run, be very flattering. These already established perceptions, however, will determine the provider's capability to construct a meaningful programming package. Again, time demands require that the agency focus on already existing strengths and constraints. In addition, entry too late on the scene may promote a counterproductive mistaking of human services workers as "unemployment undertakers."

- Is the agency's investment in assisting the affected population, or is it in merely appearing to do so?

  Recognition of limitations in the agency's capacity to respond may indicate the need to accept a less central role, or to assume a role of facilitation.

- Does the agency have the capability to undertake not only the pre-layoff program, but also the follow-through inevitably required as referrals are generated and demands for service increase?

If sufficient resources do not exist, the consequent frustration of clients requiring assistance may ultimately add to their stress. Moreover, the agency's failure to fulfill implied commitments to the community can result in long-term alienation and distrust among its supporters and networks of peers. While interventions do not of themselves require large outlays of categorical funds, they do demand the marshaling of resources necessary for long-term involvement. It is still important, however, for agency leadership to be able to forecast how continuing economic downturn and potential erosion of the tax base will affect its service capability.

- Are the agency's own workers appropriately sensitized to the needs and styles of projected laid-off populations? Will significant retraining or staff development be required?

  Successful programming demands that service providers "speak the same language" and respect the cultural norms of the individuals they are assisting. They must be generally familiar, as well, with values and conflicts associated with the world of work.

C. Assessment of the Program Setting

Having determined both its readiness and its ability to collaborate in pre-layoff programming, the agency will need a more thorough assessment of the setting in which it proposes to intervene. Because so many factors are beyond the provider's control, the agency will want to be as aware

as possible of existing environmental constraints and resources.

PRINCIPLE

Review and evaluate the resources of proposed program settings prior to program design.

More specifically, the service provider (or Planning Committee) will want information regarding:

1) Workplace
2) Workforce
3) Union/Labor Representation
4) Management
5) In-Plant Resources and Labor-Management Relations
6) Relevant Community Resources

Both the character of these elements and the relationship among them will determine the boundaries of potential for intervention. The central dimensions of each of these issues are outlined below:

PROGRAM SETTING ISSUES

I. The Workplace

- A. History in the Community
- B. Economic Influence and Control

II. The Workforce

- A. Pre-layoff Workforce Information
- B. Demographic Information on Laid-off Personnel
- C. Working Skills of Laid-Off Personnel
- D. Characteristics of Worker Culture

III. Union/Labor Representation

A. Labor History in the Setting
B. Union Structure
C. Quality of Worker-Union Relations

IV. Management

A. Management Structure
B. Management Power
C. Investment in Layoff Planning

V. In-Plant Resources and Labor-Management Relations

A. Contractual Commitments Regarding Benefits and Human Concerns
B. Contractual Commitments Regarding Layoff Practices and Procedures
C. Available In-Plant Resources (e.g., Employee Assistance Programs, Education Programs, Facilities and Meeting Rooms, Mutual Support Networks, etc.)

VI. Relevant Community Resources

A. History of Plant-Community Relations
B. Existing Plant-Community Service Links
C. Existing Community Networks or Programs Relevant to Unemployment

The most critical issues within each of these categories are enumerated in the outline in Appendix A, which provides an adaptable guide for assessment incorporating these concerns. Answering all of these questions allows the provider to establish specifically what resources and historical forces exist to help shape the interaction. Implications of different replies are considered in descriptions of strategic components examined in Section V.

SECTION IV

INTERVENTION STRATEGIES: PLANNING CONSIDERATIONS

A. Clarifying Commitment

Following the period of initial assessment--whether that be several hours, days, or weeks--the agency must articulate, for itself, a clear, concise, and carefully considered concept of pre-layoff intervention. This concept must include the agency's understanding of its own role in relation to the roles played by labor, management, the community, and the community network of services. (See Table 3.) For the agency's own role, it must consider given resources and economic realities. While the agency must decide on its priorities and potential for dealing with the demands of pre-layoff programming, such clarity does not imply rigidity. The agency will, in most instances, have to negotiate its program both with prospective collaborators and intended consumers. Through such negotiations, creative refinement of ideas and approaches must be allowed opportunity to evolve. Only with an open frame of mind can truly efficient and workable strategies develop. Prior clarification of the agency's interests and abilities insures that no commitments are made that cannot viably fulfilled. Indirectly, it will also help persuade the consumer of the sincerity of the provider's concern.

PRINCIPLE

The provider will need to clarify--both for itself and for others--its concept of pre-layoff intervention.

B. Marketing Interventions

The notion of pre-layoff intervention should not be approached as a product with automatically existing demand. The provider will need to "market" or "sell" the concepts it hopes to deliver. Marketing must look to the many existing constituencies in the environment, and must develop a "handle" responsive to each of their already experienced needs or concerns. Table 4 depicts the community of constituencies which must be addressed.

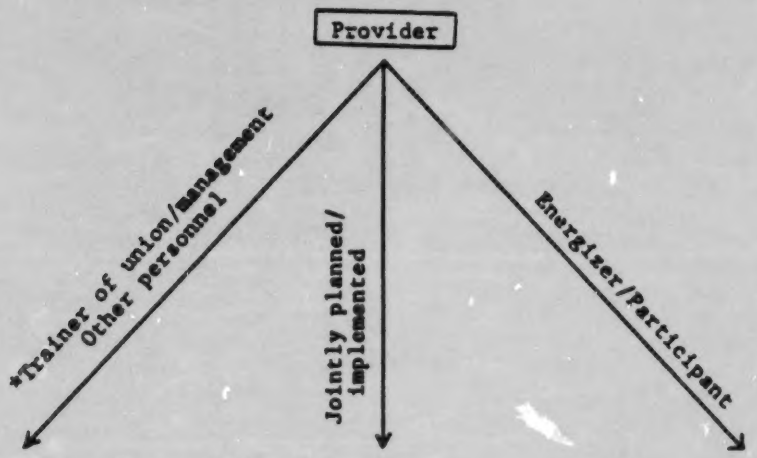
PRINCIPLE

Providers will need to "sell" different groups on any program developed--no matter how well the program is designed.

As the table implies, the universe of participants is both extensive and complex. Failure to consider the particular concerns of each element of the program environment, however, will ultimately undermine program impact and effectiveness.

Although it may not be the first group that needs to be persuaded, the most important audience is the workers

TABLE 3
POSSIBLE INTERVENTIONS



Information and Resource Guides	Hotlines/ Clearinghouse	Service Networks
Information and Resource Meetings	Peer Support Groups	Job Information/ Referral
Coping Skills Workshops	Job-Find Clubs	Job Skill Assessment
Early Retirement Workshops	Worker-Based Advisory or Steering Committees	Job-Seeking Skills
Training and Staff Development		Worker Retraining
		Worker Relocation
		Collective Bargaining Agreements
		Worker Control
		Irregular Economy Projects
		Economic Development

* Note: While some or all of these activities could be done directly by the provider, it is preferable that those closest to the layoff, i.e., workers, act as peer trainers.

themselves. Hopes that the plant won't close, beliefs that another job can easily be found, or failure to conceptualize the problems that will be faced--combined with the

TABLE 4

CONSUMERS AND COLLABORATORS IN PRE-LAYOFF INTERVENTION

	ECONOMIC ENVIRONMENT	PLANT OR WORKING ENVIRONMENT	POLITICAL AND COMMUNITY ENVIRONMENT
"AUTHORITIES"	Bankers/Investors	Plant Managers/Owners	Civic Leaders/Politicians
"INTERMEDIARIES"	Economic Development Experts	Labor Unions	HUMAN SERVICE PROVIDERS (Beyond Centers) CMHCs
"VICTIMS"	Local Business/Industry	Workers	Citizens/Consumers

individual's sense of pride that he/she can take care of the problem him/herself--lead to difficult marketing demands. It is essential that workers feel that they are part of a process in which they have some ownership and control. Interventions must be with them, and not simply to or for them. Emphasizing empowerment of workers is an important theme throughout. Accordingly, as soon as the two major groups--management and labor--accept pre-layoff intervention, it is imperative that worker representatives be included in the formation of a Planning Committee. This committee will insure respect for the problems of all those affected by layoff and will generally promote more trusting participation. As much as is possible, all planning and program development tasks should be funneled through this collaborative body.

This committee also will help to reduce potential for misunderstanding. Coordination of intervention by a "mental health center" may imply to the workers an identification of the experience of unemployment with "mental illness." Such a message can be extremely counterproductive--both for individuals and the program as a whole. Collaborative development through a committee of peers will both reduce the stigma of mis-association and increase the program's emotional viability.

PRINCIPLE

Developing a Planning Committee of participants that includes peers helps increase the intervention's "sale-ability."

The two groups which must first be sold on these programs are the two agents immediately responsible for the worker's plight--management and labor. The agency's self-assessment (as described in Section III) will indicate how active and creative a marketing campaign will be needed in these areas. For management, the bottom line is always profit and productivity. As such, rationale for pre-layoff programs must always be tied back to these central concerns. To this end, the provider may need to establish the relationship between positive image and company profit. A company which consistently demonstrates concern for its community will have a more positive public image and is likely to do much better business wherever its products are sold. If the company must play the role of "villain" in closing down local operations, it can recoup its public relations loss by helping to cushion the blow. Many industries claim to provide such assistance by importing professional "outplacement consultants." If confronted by such claims, the agency can explain that these efforts rarely show success; and that the backlash from failure will increase the company's negative image. Again, it must be

established that the greatest profit is grounded in successfully helping laid-off employees.

The earlier formal notification of layoff occurs the more successful pre-layoff interventions are likely to be. Companies often complain that offering early notification will reduce worker productivity during the ensuing "lame duck" period. They may point to predictions of increased worker apathy, increased use of earned leave time and potential for worker slowdown as reason to wait before publicizing company plans. While such concerns have some historic validity, they are by no means foregone conclusions. To the contrary, in many instances, early discussion of possible job loss has served as incentive for workers to increase productivity, and--in their own minds--to forestall the need for layoffs. In the case of the Chrysler Corporation, for example, workers were willing to revise standing labor contracts to preserve their continued employment. In a parallel fashion, Ford employees discussed a plan to loan Ford dealerships their own cost-of-living monies for low interest loans to new car buyers.

The costs of unemployment compensation also are relevant as fiscal incentive for early notification. The more workers are re-employed prior to layoff, the less is the cost to the company through its mandated unemployment contribution. In this sense, it is practical for management to encourage use of accrued time to insure that its workers have sufficient opportunity to locate new work. It may even

be fiscally advantageous to pay for release time--or add on extra days--to facilitate worker re-employment. Moreover, the impact of lengthening lead-time in minimizing personal and communal disruption helps further the plant's public image, and may well offset more measurable monetary loss. Similarly, development of early retirement plans can also be promoted as generating monetary savings and community goodwill. As older workers are able to opt for an early retirement alternative, the burden of company payout can be shifted to social security and union pension plans. The more the human services provider can offer such fiscal rationale, the greater is the likelihood of management cooperation.

PRINCIPLE

The primary incentive for management cooperation in any pre-layoff program is increasing profitability and decreasing loss.

In the same vein, the provider may be able to offer a range of management skills to companies in fiscal trouble. If the agency is appropriately positioned to do so early enough in the situation, it may work as a consultant to management in reducing production costs--and thereby even delay or allay plant shutdown altogether. Particularly when the provider has skills in administrative consultation, the potential for such intervention should not be overlooked. At the least, the agency may be able to buy a bit more pre-

layoff time. Even centers that have little to offer more sophisticated corporate plants may be able to assist smaller local and wholly-owned corporations.

Where management persists in its reticence or disinterest in pre-layoff planning, the involvement of community leadership may help stimulate more active concern. The interdependence of corporate leadership and elected officials may serve as a provocative and productive alliance. Politicians relate to the connection between unemployment and voter concern; this link may be utilized to motivate their calling on industry to act more responsively to worker/constituent needs. Local merchants and civic officials will also have a clear stake in maintaining levels of local employment and reducing the losses implied in any large-scale local layoff. Merchant associations, chambers of commerce, city councils, and others should also be recruited to assist in minimizing the impact of factory shutdowns. Again, a well-done assessment will assist in this early phase of program implementation. The more attuned the provider is to the relevant networks of community influence, the more effective will be the selling of pre-layoff programs.

PRINCIPLE

Utilize networks of community influence, and involve local community leaders, in promoting acceptance of programs.

Even if the preceding all fail as marketing aids, the agency can fall back on humanitarian concern as incentive. Available research clearly establishes the painfulness--in human terms--of layoff and unemployment. (See discussion in Section II.) The effects on individuals and families are quite dramatic. Use of these images of human tragedy and suffering should not be misconstrued as manipulation. It is, quite simply, a presentation of fact from which many decision makers are shielded. Who better than human services providers can dramatize the human consequences of layoff and unemployment?

"Selling" labor on participation is somewhat easier, but poses difficulties nonetheless. Although union representatives are formally concerned with protecting workers' collective interests, they often are somewhat suspicious of "do-gooder social work types." Resentment of human services especially results when they are viewed as coming in to "ease" workers out of jobs. Particularly when prior collaboration has been sparse, distrust of the agency's motivations can be expected. It must also be remembered that the labor representatives are at risk themselves, and may not want to join in any program making management more comfortable with layoffs. From a more political perspective, they may also see such acts as undermining their members' support.

PRINCIPLE

Labor's participation must not be misconstrued as a foregone conclusion. The provider must cultivate labor's support through clear articulation of incentive and rationale.

In light of these constraints, the provider must offer, for labor's approval, a constructive and believable rationale. One worthwhile incentive is collaboration in efforts which might postpone or avert shutdowns or layoffs. Union representatives will certainly appreciate the alliance of networks of external influence in this direction. Unfortunately, few situations are sufficiently flexible for such possible alteration. In situations where layoffs are irreversible, the union still benefits by aiding members with a range of transitional services. Assisting workers through unemployment counseling may seem second-best, but can, in the long run, strengthen the union's power. Workers who believe that their union did what it could in their behalf are likely to be more supportive of the union in the future. Given that labor has a clear interest in long-range cultivation of support, this is a viable motivation. In this sense, it should not be surprising if the union wants to co-sponsor a pre-layoff intervention project. It will be useful to encourage the union to assume as much leadership and responsibility as feasible.

PRINCIPLE

Utilize and promote the leadership of labor as much as the union will accept such a role.

Because of the union's probable desire for co-sponsorship, the provider may want to build more on a concept of "training of trainers." That is, the provider can train union stewards or committeemen, and other representatives, who in turn would provide direct counseling and support to the plant worker. Such a plan increases feasibility of expansion of the scope of programs proposed. More important, perhaps, it initiates a peer counseling system which is inherently less stigmatizing than if operated directly by agency staff.

As a rule of thumb, successful marketing of proposals is dependent on striking the resonant chords of related concrete self-interests. The agency must learn to speak to the low-cost and long-term investments of all whom it seeks to engage as partners in pre-layoff prevention.

C. Developing a Community Services Network

In marketing and developing the pre-layoff prevention concept, networks of community services must not be ignored. At an earlier time in the Detroit area, a number of agencies, without consulting each other, conceived of a notion of Crisis Intervention Centers to help the unemployed. While the intent was laudable, no one had

thought to determine if that was what workers needed most--or at all. Had these services all become operative, there would have been considerable duplication and no guarantee of success. The first steps in program development should always be an assessment of existing resources and experienced needs. Options for such assessment include:

- Phone Surveys
- Hotline Phone-Ins
- Town Meetings
- Union-Based and -Sponsored Community Meetings
- Agency-Based and -Sponsored Community Forums

PRINCIPLE

The first step in program development is designing an effective strategy for assessing local resources and needs.

The most promising approach to this problem is adaptation of the notion of a local "community forum." Bringing together a broad spectrum of community leaders and services providers, this strategy, if organized effectively:

- Generates broad-based input in defining the local unemployment problem
- Focuses attention on the array of complex needs of the unemployed
- Establishes mechanisms for community-wide communication and collaboration
- Increases level of community-wide awareness and concern
- Mobilizes support for ameliorative programming

- Initiates focused prioritization and problem identified client needs

Because the problems of laid-off workers invariably cut across the normal boundaries of human services delivery, a broad base of community support must be mobilized. The community forum is most likely to cultivate the kind of "community task force" required to respond to workers' identified concerns. (Appendix I describes the community forum concept in greater detail. References describe a model for the community task force process.) It is for this reason that the strategy is more constructive as an approach to assessment in local settings. Through this approach the foundation and relationships of a viable network of services are established. Inter-agency collaboration will be required in responding efficaciously to laid-off workers' needs.

PRINCIPLE

Utilizing the strategy of a "community forum" helps clarify needs, document resources, mobilize concern, and organize working networks of community response.

Specific information on organization and implementation of valid and meaningful needs assessment is available in many other sources. Generally speaking, however, the concerns enumerated below are most crucial in developing

more effective assessment regarding the problems of unemployment and layoff.

ISSUES IN EFFECTIVE ASSESSMENT

- Different approaches to assessment are required to reach client populations, human service providers, influential community leaders, and relevant policy makers.
- The most effective assessment process allows each of these groups equal contribution and creates opportunities for interaction among them.
- Unemployment is not--and should not be treated as if it were--a disease. Assessment should not be restricted to measuring incidence of the "affliction"; rather, it should focus on more clearly articulating related conflicts, gaps in services, and potential for programmatic solutions.
- Much critical information is most difficult to obtain. Those most in need often are those who are hardest to reach. As such, assessment efforts must be creative, and need not shy away from nontraditional approaches.
- Agencies and policy makers both must allow themselves to view problems of unemployment as issues of human concern, and not merely as statistical phenomena.
- The most important outcome of any needs assessment strategy is initiation of community problem solving. Opportunities for dissemination and application must be seen as central in the assessment design.

- The process of assessment must be linked directly to the dynamics of mobilizing networks of community resources and response.

Prior to, during, and following assessment, the agency can help potential providers to increase sensitivity to the realities of the experience of layoff. On its own, or through a network of other systems, the agency can offer workshops to train its own as well as other staff to become more attuned to the world of work and the stress and strains of unemployment. This training will influence how programs are designed, and may foster more consequential participation of both consumers and providers of services being planned. Planning in the absence of required sensitivity will most likely lead to program insufficiency or failure.

D. Marketing Considerations for the Consumer/Worker and Family

It is self-evident that programs must be effectively designed to be accepted by and useful to consumers. In planning and developing interventions, several central issues will "make or break" success. These include the core concerns of:

- Substance
- Style
- Sensitivity to Socio-Cultural Norms
- Flexibility and Diversity
- Setting

The following paragraphs elaborate on these dimensions of "program accessibility."

PRINCIPLE

In planning interventions, carefully consider questions of substance, style, social norms, diversity, and setting.

- Substance

Substance refers simply to giving workers what they want and need. Workers will be more interested in finding a job than in job-seeking skills. Similarly, workers will be more concerned about paying their bills than learning concepts of budget management. It is incumbent on the provider first to address concrete needs and then to move into more complicated questions of awareness or conceptual understanding. A successful program will build from the immediate toward the abstract.

- Style

"Style" is a reference to choices regarding who communicates information, how that information is carried, and where and when information is transmitted. Wherever possible the who should involve workers themselves. These can be workers who have been laid off and have successfully (or not so) learned how to cope. It might also be committeemen and stewards. Use of peer counselors and coordinators helps increase acceptance of programs by

increasing both their substantive and subjective validity. Intervention must speak directly and concretely to workers' self-interests and concerns. Mental health jargon and theoretical conceptualizations have no place in program delivery. Some of the workers will be anxious, others will be angry, and some will deny having problems at all. The how of delivery must allow for expression of feelings, the building of relationships of trust, and the grounding of intervention in the vocabulary and experience of intended consumers.

The where is very simply a reference to use of settings which are both comfortable and convenient. The sub-section on "setting," below, will explore this concern in somewhat greater detail. Suffice it to say that the plant is the one place where workers are guaranteed to be, and pre-layoff interventions should take advantage of that automatic accessibility. Companies often have already set aside times for meetings on occupational safety and health. It will be less disruptive for plant operations and facilitative of prevention if this time can also be used for pre-layoff planning and programs.

The when refers both to this issue of meeting and the timing and sequencing of programs in relation to the timing notification. We cannot expect, for example, that prior to layoff, workers will be concerned about family stress that might occur a year or more down the road.

• Socio-Cultural Norms

Another important dimension of style is sensitivity to the socio-cultural norms and values of the population confronted. Approaches must not be condescending and must strive to avoid a paternalistic tinge. Program design must consider the daily flow of the workers' lives and must not create or superimpose additional or extraneous demands. It must also recognize the culturally inbred reticence to dealing with private conflicts in public arenas--and to admission of emotional conflicts with self or with family at all. We can assume, for example, that few persons will step forward to ask for aid because they are beating their wives. We, therefore, cannot expect the sessions directly dealing with domestic assault to draw significant crowds. Programs must as much as possible respect the historical and emotional expectations of their consumers.

• Diversity and Flexibility

Diversity among laid-off workers also affects accessibility. The needs of older workers are different from those of the young adult. The anxieties of the single parent are not the same as those of the frequently unemployed individual. Programming must be sufficiently broad in design to speak to the experienced needs and concerns of widely varying unemployed populations. Flexibility is a critical rule in promoting the program's marketability and effect.

• Setting

In the same vein, the question of setting will always be crucial to potential for impact. Workers asked to meet outside the workplace and after working hours probably won't. The agency should negotiate a means of meeting workers on their work sites and during their regular shifts. Moreover, smaller group meetings--even for the most concrete information dissemination--are always preferable to larger groups. As the content becomes more personal, the size of the groups should be reduced. Rooms for meeting should be as intimate as possible and need to be protected from distractions. Following layoff, the question of setting becomes even more consequential. The geographic dispersion of workers is particularly problematic. It is unrealistic to expect that large numbers of unemployed individuals will transport themselves across towns, or often counties, for the services described later in this manual. The more services are integrated into ongoing networks of daily living, the more likely is the continuity and impact of contact. Or, if relationships of mutual support can be constructed preceding termination, there is likelihood that such relationships will continue following the layoffs. Whatever the nature of the particular service provided, concrete relevance and personal relationship will most critically determine its "accessibility" to workers.

E. Time Frames as Issues of Planning

The length of notification prior to layoff, and the "life-span" of emotional response to related stress, overlap as frames of time which affect planning of interventions. While both are fundamentally beyond a provider's control, both must be incorporated as influential considerations in program design. The life-cycles of emotional response to unemployment were addressed in some depth in Section II. Emerging from that discussion was a recognition that flexible strategies are required to address changing needs. Coping skills workshops occurring while workers are still engaged in a phase of denial will not be of great use or effect. Generally, then, these workers will not choose to become involved. These same workers, at the same point in time, may be able to incorporate nothing more than a vague remembrance of the existence of a mental health hotline number. Conversely, offering only concrete information at at time when the worker is seeking emotional support can aggravate the level of stress. Interventions must then be conceived in a manner responsive to evolving personal reaction. They must correlate as closely as possible with the individuals's evolving emotional concerns.

PRINCIPLE

Time frames of prior notice and patterns of stress must be considered in all planning procedures.

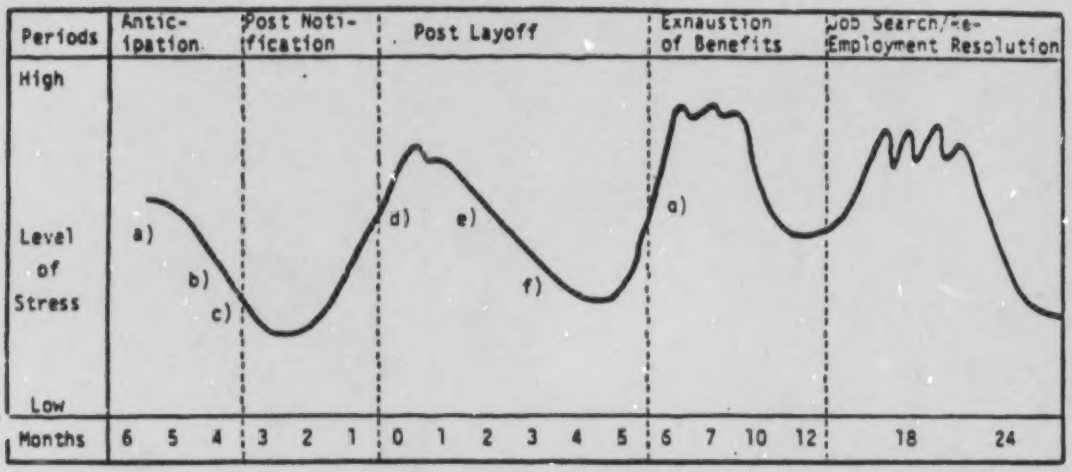
These chores obviously are made more complex by the diversity of populations affected, and by their variance in styles of personal coping. There is no one or simple solution to this challenge of planning. The one invariable demand which is implied is the need to stay as closely connected as possible to the workers as they move through the experience of layoff. Interventions constructed through circular feedback in response to developing needs are likely to be more effective than those that are unilaterally defined and imposed.

The questions of time frame of notification is also of undeniable planning importance. Both in terms of achievable programming and in terms of personal effects, the length of prior notice and the impact of intervention can conceptually be viewed as having a direct correlation. While much of the relevant decision-making process may be seen as beyond the provider's control, it is certainly conceivable that the agency can advocate for more significant notification both through formal channels (i.e., legislation) and through informal networks (i.e., political relationships). Assuming that there will usually be at least some minimal notice, the provider--in conjunction with labor and others--can push for postponing the date of factory shutdown in order to allow for more appropriate intervention. Table 5 enumerates the strategies implied by various degrees of prior notification.

TABLE 5

RELATIONSHIP OF PATTERNS OF STRESS TO INTERVENTION

(See Table 3 for comparison with points of most stress)



• This is a representational model and is not based upon actual research findings.

a) Initiate collaborative planning among management, labor, and community.

b) Worker outplacement activity: (e.g., skills assessment, relocation, retraining, early retirement).

c) Information and resource workshops--coping skills workshops.

d) Information and resource guide.

e) Hotline/information and services clearinghouse.

f) Peer support groups and job-find clubs.

g) Irregular economy.

As stated in Table 1, these interventions can occur at earlier points.

SECTION V

INTERVENTION STRATEGIES: PROGRAM COMPONENTS

A. Overview

Several fundamental values and commitments have informed development of this manual from its inception. We strongly suggest that these same values shape adaptation of the approaches described in the paragraphs which follow. Included among these commitments are:

- Accessibility of programs to their intended consumers
- Cost-effectiveness in resource-poor environments
- Flexibility and creativity in addressing the variant needs of diverse populations
- Adaptability to widely varying social and economic settings
- Promoting maximum participation and collaboration among relevant parties in program delivery
- Utilization of natural helping skills and supports

All of the approaches outlined address three intersecting levels of concern: the worker, the worksite, and the community. Strategies are constructed around overlapping themes, relevant to each of these three levels. For the worker, approaches are oriented toward:

a) Restoring or enhancing the workers' sense of control in their daily lives

b) Building upon and expanding the workers' inherent strengths

c) Helping the workers develop more critical perspective or insight into their social and economic plight.

At the level of the worksite, interventions are focused on:

a) Enhancing the workplace as a focus of efforts facilitating promotion of workers' sense of control

b) Building upon the unique characteristics of helping resources which exist within the work setting

c) Creating increased recognition in both labor and management of ways they can foster less stressful transitions to layoff and enhance job-search success.

At the community level, these components are committed to:

a) Enhancing the means by which the workers' environment supports coping capacities and efforts toward re-employment

b) Utilizing existing community resources and networks which bolster workers' survival

c) Fostering increased understanding of the manifold ways in which the local environment can contribute to the generation and amelioration of stress.

Literature, experience, and plain common sense are supportive of these underlying attitudes toward intervention.

Two primary categories of programming options are discussed. The first--facilitating emotional and economic coping skills--includes:

a) Dissemination of information and resource guides (p. xx).

b) Conducting one-time face-to-face information and resource meetings (p. xx).

c) Delivering multi-session workshops promoting a variety of personal and familial coping skills (p. xx).

The second category--facilitating employment transitions and job-finding skills--incorporates:

a) Job information and referral programs (p. xx).

b) Early retirement counseling and referral (p. xxx).

c) Job skills assessment intervention (p. xx).

d) Job-seeking skills assistance and job-finding clubs (p. xx).

In each of these two major categories of concern, specific components are summarized, concrete suggestions for strategy and style in implementation are explored, and potential complications and resolutions are examined. Extensive information in the Appendices shares models and materials adaptable for most program components. It is assumed that the provider--as much as possible--will develop these options more specifically in conjunction with a plant/worker committee and other services representatives. It must be stressed that these are merely two aspects of a much

larger continuum of possible programs related to unemployment. These explicitly are approaches most relevant to the period immediately preceding and succeeding plant shutdown or layoffs. Other equally valid and more long-term interventions are described briefly, as well. Their brevity in this manual does not imply a lesser importance, but merely a difference in timing and planning required.

> PRINCIPLE
>
> Components detailed in this manual are merely aspects of a continuum of possible intervention.

Among the alternatives discussed later in this section (see Section V: D and E) are:

a) Worker retraining
b) Worker relocation
c) Peer support groups
d) Utilization of the irregular economy
e) Information hotlines and clearinghouse
f) Use of collective bargaining
g) Worker control
h) Advocacy for economic development

B. Emotional and Economic Coping Skills

1. Information and Resource Guide

Summary

Among the simplest--and perhaps most effective--of short-term interventions is dissemination of basic information through pamphlets or written material. Such presentations are easily prepared, demand little prior notice, and can be distributed with a minimum of planning and with minimum costs. Because pre-layoff notifications are often short, this may be the only tool available for prevention. Even in situations with long layoff warnings, the pamphlet will be important as a concrete aid to which the worker can easily refer. Additionally, it makes information available to other significant family members, who--experience shows--often initiate post-layoff calls for assistance or information. Distribution can be accomplished with relative ease. Brochures can be passed out outside the factory gate, mailed to workers' homes, attached to workers' paychecks, distributed through other agencies, incorporated as supplemental materials in other face-to-face interventions, or distributed from unemployment offices.

The choice of specific content will vary with the particularities of the layoff situation, the community, and how the brochures will be used with other intervention strategies. A generic format for constructing a brochure is attached as Appendix B. The reference list (p. xxx)

includes information guides developed and distributed in areas which have already experienced mass layoffs and plant closings. Subjects which can easily and briefly be addressed include the following:

- Availability of benefits during unemployment, and brief instructions on obtaining them
- Expected impact of layoff and unemployment on individuals and their families, and brief hints on resolving potential conflicts
- Resources available in the community for helping with practical and emotional emergency needs
- Options--such as early retirement, retraining, or relocation--which can be considered as alternatives to long-term unemployment
- Assistance available in seeking new employment

STRATEGIC SUGGESTIONS

- Think of the pamphlet as your one and only opportunity to contact the laid-off worker. Consider carefully the style and substance of information you wish to convey. Language used will determine the comprehensibility of the content. Content chosen will determine the ultimate educational value of the guide.
- Many communities have some already existing listings of community services--often produced by the local United Way. You need not recreate your own if one already exists. Using this material as a guide, you can avoid repeating many hours of tedious research for information.
- Avoid flooding readers with numbers and resources. In the primary text of a pamphlet, list only those

agencies which will provide assistance directly relevant to the concerns addressed. If possible, refer readers to one centralized information and referral source. Simplicity is of incalculable virtue in information and referral.

- Be brief and to the point. People have little patience for wordy pamphlets, particularly when experiencing stress. Conceptualize your brochure as a "road map" to resources.
- Do not bother readers with technical gibberish about rules and regulations. Share only the most essential eligibility requirements, and warn them--gently--of possible complications.
- Don't drown the reader with tiny print. Be visually bold if possible. Use graphic design as a tool for highlighting and directing reader attention.
- Don't be afraid to use a humorous approach--as long as you can make it work in a non-offensive and non-condescending manner.
- Utilize the pamphlet to convey other than simple resource information. Inform the laid-off person and his family that they are not alone. Help readers recognize that their situation is not hopeless. Remind them of the importance of all family members working together in confronting difficult times. Reinforce the idea that one has more power over one's life than it might sometimes seem.
- Be honest! Let the workers know what they're in for. If lines at the Unemployment Offices demand three hours' wait, tell the workers to expect them. If backlogs at mental health offices require substantial delay between referral and response,

prepare the readers for that possibility. Warn them of the dehumanizing sides of human services delivery to help them cope with the strain of otherwise unexpected frustrations.

Potential Problems and Solutions:

- Generally, printed material is not the most effective tool for prevencive education. Many individuals you will most want to reach do not read well or, in some cases, do not read at all. However comprehensively you present crucial information, you may also want to utilize supplemental strategies to reinforce the message. Put posters or flyers with one central, accessible "Information Hotline" number in well-frequented community settings such as churches, grocery stores, hardware stores, Employment Security Offices, etc. Take advantage of radio-broadcast public service announcements as tools to remind listeners of available assistance and to generate increased awareness of the commonality of related stresses and strains. Encourage local newspapers to write about your efforts, to reproduce the pamphlet, or to do their own feature series on these issues. The key is to inject the information into public consciousness in as many ways as is feasible. You can then rely on informal networks to transmit and reinforce the messages you deem most critical to your intervention.
- Printing costs for large numbers of graphically well-designed productions can easily become surprisingly expensive. Check on costs before you design a pamphlet to avoid frustrating demands for revision. Use this check also for recruiting in-kind or voluntary printing contributions. Local printers may be willing to help, and high school or college shops

can often assist you. If you are working in conjunction with labor or management, they can offer use of their printing equipment, or underwrite necessary expenditures.

2. Information and Resource Meeting

Summary

If there is sufficient advance notification, the agency can arrange for face-to-face meetings with workers, on-site, prior to their layoff. Meetings or workshops are likely to be more effective in conveying essential information than reliance on written materials. The amount of pre-layoff notification will often determine the possible scope of such face-to-face communication. The nature of the provider's relations with both management and labor will also determine the degrees of flexibility in such a plan. If time and relationship permit, the planning for this (these) workshop(s) should involve the plant/worker steering committee. These discussions should determine whether the provider will train peers to deliver parts or all of the workshop, or will maintain responsibility itself.

The simplest of such presentations would be for a one-time contact with workers. More complex approaches could incorporate multiple sessions. In either case, these meetings should share information regarding the following concerns:

- Plant closing or layoff scenario

- Available benefits and entitlements
- Probable sequence of emotional reactions, and planning to deal with personal or familial strain
- Available helping resources in the community
- Available assistance in job-hunting and job-seeking skills
- Planning tips to facilitate survival in possibly long-term unemployment
- Advantages of and opportunities for utilizing informal peer support.

Generally, these meetings should encompass information on emotional, economic, and practical survival skills. They can be staged as assemblies of all affected workers, but preferably would occur in smaller, more collegial groups. If at all possible, they should be held at the worksite, during working hours. In any case, establishing more direct dialogue on these issues will be most beneficial for about to be laid-off workers.

STRATEGIC SUGGESTIONS

- Depending on extent of notice and other planning variables, these meetings should be scheduled close enough to anticipated termination for the workers to be motivated, and far enough ahead of time for them to be able to use the information for planning and personal preparation.
- If possible, conduct these meetings in groups not larger than 20-25. If hundreds, or even thousands, of workers are being laid off, try to make contact in groups as small as is feasible. A more

dialogic, question-and-answer approach will be more effective than a formal one-way presentation.

- Strive for the appropriate balance between thoroughness and simplicity. Individuals will retain only a fraction of information presented. Therefore, you must insure that the most central points don't become lost in the overload of communication.
- Partially in consideration of the above-mentioned point, and partially to create an additional learning aid, develop short and simple summary sheets (in addition to the brochure) which capture and reinforce the primary facts presented. Pass these out at the beginning of the meeting for workers to keep and refer back to.
- Invite representatives of relevant agencies to make brief, informal presentations. This reduces your need for preparation time, insures greater accuracy, and, most important, initiates the breaching of barriers between services providers and potential customers. Among those who might best be included are representatives of the local Unemployment Office, Department of Social Services, Department of Mental Health, Community College, Adult Education Program, other related counseling services, and officers of labor and management.
- If these meetings occur close enough to layoff, invited representatives of your State Unemployment Office can use the opportunity to "register" new clients. Or, conversely, you might arrange for such an outreach as a means of encouraging worker participation in local benefits programs.
- Work as much as possible with union or plant personnel as primary deliverers of information.

This reinforces the nurturance of peers as ongoing resource persons.

- Use audio-visual materials, if available. Straight and traditional verbal presentations can soon become tedious. A "trigger tape" modeled after the VIEWPOINT production ". . . Not Working" (see Appendix H) can be a highly energizing tool.
- Role plays or simulations might also be used to bring vitality to the information meeting. It may be helpful, for example, to conduct social simulations to show how interviews might occur, and to have the workers themselves become involved in the role play. Meetings should focus on principles of assertiveness and on training that helps individuals clarify their investment in community resources. Role-playing discussion with a utility services clerk, for example, can illustrate how a worker with financial shortfall might bargain for a plan to reduce monthly payments. Similar activities can demonstrate tactics for dealing with social services workers, credit agents, or holders of mortgages and loans. While there will obviously be constraints in incorporating these elements in a relatively brief one-time meeting, use of such techniques can increase impact.
- Use the meeting as an opportunity to let workers know what they can realistically expect from dealing with community service bureaucracies. Prepare them for the inevitability of "hassle" and frustration, and provide them with clues for constructive response. Be sure to inform them of the verifying material and/or information they must be prepared to share to qualify for services.
- Use the meeting as an opportunity to let workers become aware of the personal and familial stress

they soon may be facing. Consider inviting a "veteran" laid-off worker from another plant to share his/her related experience.

Potential Problems and Solutions:

- Large meetings in stressful conditions are never easy to manage. Carefully consider both the physical setting and the emotional climate in preparing for these meetings. Recognize the limitations inherent in the format and make the best of the opportunity you have.
- You will be tempted to squeeze a great deal of information into a relatively short period of time. Do not expect these meetings to constitute in-depth educational events. Don't waste time on unwieldy detail. There will be ample opportunity for motivated workers to follow-up individually for more personalized specifics.
- While the objectives of this meeting are clearly educational, participants are not freely or voluntarily in the "market" for this information. Do not approach this interaction as a traditional educational or didactic experience. Strategies which build on audience participation and commitment to open dialogue will usually facilitate more successful interaction.
- Your audience will likely be loaded with feelings of denial, suppression, anxiety, resentment, anger, boredom, and depression. While expecting these feelings will not make your task any easier, it will, at least, help you orient your presentation. Including workers in the planning of this meeting, and incorporating workers more directly in its delivery, helps to create a sense of ownership and

control which will be useful in overcoming these emotional obstructions.

3. Coping Skills Workshops

Summary

Where advance notice and working relationships allow, it is preferable to arrange a workshop series to address a broader range of coping skills and generate greater depth of understanding. Administering a basic information and resource meeting (as described above) does not preclude the adaptation of this option. The provider can view that meeting as the first of several workshops or can design these workshops as supplemental for those who choose to participate. Obviously, the more opportunity one has to connect with soon to be laid-off workers, the greater is the potential for successful prevention. Conducting these sessions in sequence, over time, allows for the workers to explore information and return for feedback or clarification. While there may not be sufficient lead time both to plan and to carry out all of the sessions prior to layoff, workers already involved may be willing to meet following their termination. A series like this also is more likely to foster the lasting and supportive relations required to help workers through ensuing periods of emotional stress and familial strain.

Every situation will be unique. No one suggested approach to workshop strategy will be applicable to every

setting. Still, common elements to be incorporated in any workshop plan should include:

- Providing essential information on benefits and entitlements (see Subsections 1 and 2 above)
- Raising awareness of emotional impacts and implications of unemployment (as outlined in Section II: "The Experience of Unemployment")
- Discussion of stress management strategies for both individuals and families.
- Consideration of time-management, recreational, and time-structuring approaches (see Appendix C)
- Promotion of insights into and capacities for personal assertiveness (see Appendix E)
- Exploring demands and strategies in coping with community services (see Appendix D)
- Promotion of generic problem-solving skills (see Appendix D)
- Exploration of job-seeking skills and use of employment referral services (see References).

Not all of these issues need be dealt with as separate units. Some may be more profitably approached through other intervention strategies, particularly if other strategies are mounted. All can effectively be addressed in as few as three two-hour sessions; it is highly unlikely that workers would attend more than four or five altogether. In the absence of opportunity for more sophisticated interventions, this series of workshops can constitute the core of an exciting and consequential program.

STRATEGIC SUGGESTIONS

- Aim for three (3) two-hour sessions as you do your planning. If it seems as though you need more time, and if your schedule allows, then expand the total amount of contact either by lengthening each workshop session, or by adding another meeting. Try not to extend beyond four or five sessions. These soon become a drag on participants' energies.
- Remember that these may also be used as the catalysts for initiating longer-term peer support groups. Build in sufficient opportunity for participants' exchange to cultivate this potential.
- Utilize these workshops as opportunities to include participation of the workers' spouses or significant others. These partners can be critical agents of support if provided with the necessary tools to act in that capacity.
- Always use small groups in conducting these workshops. The nature of this learning demands at least a minimum level of intimacy.
- Use of social simulations and role plays helps workers and their families "practice" new required skills in foreign situations. Participatory learning is more effectual in these educational endeavors.
- These workshops should build upon the notion of the "training of trainers" or the training of capable non-formal helping agents. Resources for support among formal services agencies are not likely to be sufficient to provide needed personnel. Utilizing persons such as union committeemen, talented peers, or others can reduce actual costs while increasing the impact of service.
- Units on "stress management" skills can help people identify and reduce conflictual feelings which they

otherwise maintain through the future. Trigger films (such as the VIEWPOINT tape, described in Appendix H), role plays, and simulation exercises are all helpful catalysts in evoking constructive dialogue on these matters. Appendix F presents information on strategies which will be useful in conducting these discussions.

- Units on "time structuring" and "time management" help reduce the conflicts which are consequent to loss of the sense of daily structure and contribution. For some, work offers both therapeutic structure and release. For others, it serves as the center of social relations. Absence of this daily routine, and subsequent isolation, can undermine emotional stability. Appendix C lists several approaches which help reduce or ameliorate these conflicts.
- Units on "assertiveness training" are helpful in preventing potential sources of stress from becoming causes of personal strain. This is especially true in relation to dealing with public bureaucracies, familial conflict, and job-hunting demands. Appendix E provides samples of approaches for adaptation--particularly in relation to job-seeking skills.
- Units on broadly applicable "problem-solving skills" can help nurture capacities to reduce levels of conflict from multiple sources of stress. Developing these capabilities promotes a real and perceived sense of personal control in one's daily life. Appendix D shares a general model for "problem-solving skills."

Potential Problems and Solutions:

- Shortness of pre-layoff notice is most obstructive in workshop planning and delivery. With less than four- to six weeks' notification, implementing workshops becomes logistically impossible. To develop this component, providers will need sufficient notice for internal planning and negotiations with both management and labor at the worksite. It is important to emphasize, however, that an agency well-attuned to its setting should not be surprised by local layoffs. As soon as the possibility arises, the provider can--and should--initiate its own tooling-up process. If an agency plans modules ahead of time, and negotiates "entry," as well, the limitations of prior notice are diminished.
- Participants--for innumerable reasons--may not stick with these sessions through the entire series planned. If each component is self-contained, missing any given session won't obstruct the benefits of participation in others.
- The more conceptual information becomes, the further from workers' experience it tends to be. The provider must devise strategies which address the workers "where they are" and help extend their critical perceptions and abilities.
- Not all "peer support" groups generate positive coping behaviors. They can also reinforce attitudes of cynicism, hopelessness, and defeatism among participants. Leaders must be careful to avoid these more discouraging group outcomes.

C. Employment Transitions and Job-Finding Skills

1. Job Information and Referral

Summary

The most effective aid for laid-off, or soon to be laid-off, workers is to help them find desirable new employment. Providing information and assistance in locating job opportunities is a most sensible, and direct, approach to prevention. Often, companies have staged ritualistic "outplacement" efforts, intended to create the appearance of concern for their employees. These efforts rarely result in meaningful referral or linkage with job opportunities. Serious efforts at informing workers of alternatives and assisting in their search for re-employment, however, need not be difficult. Gathering pertinent information and sharing it with workers is not so harrowing as it may seem. Workers themselves are often strong sources of data about available jobs. Other local networks are extremely useful, as well. The diversity of worker skills and characteristics makes the matching of jobs and abilities more complex; and locating alternatives in a recession is obviously frustrating in its demands. Nonetheless, mechanisms needed for information exchange are relatively easy to devise.

STRATEGIC SUGGESTIONS

- Information is itself a scarce commodity. Look to those whose jobs are defined as "jobs information

experts" for assistance in developing this component. Don't hesitate to approach the Department of Labor, for example. Invite representatives to meet with you--or with the workers directly--to describe what occupations will be needing workers through the foreseeable future. Find out <u>where</u> such opportunities are likely to be. Let them also let you know of areas which workers will want to avoid. If there is a university in your locale, look to labor or economics experts there for similar assistance.

- Think creatively of ways of integrating assistance from your local Unemployment Office. Have the Jobs Service Office set up outreach at the worksite. Bargain for release time from the plant for one or more of their employees as ongoing "consultants," on-site facilitators, or job-referral agents. Don't hesitate to act audaciously; you're only asking them to do their own mandated jobs more effectively.
- Work to convince plant management of the benefits accrued in granting workers release time for jobs referral paperwork with the State Employment Office, and for seeking, individually, their own employment elsewhere.
- Develop a community planning team which can, by itself, inventory local employment opportunities. Recruit participation from management, labor, other agencies, and the workers themselves. Using phone calls, letter-writing or other tools for jobs research, collect as much information as you can.
- Consider a range of alternatives for dissemination of jobs information. Use of public bulletin boards for updated listings. Broadcast on local radio. Incorporate information in channels of

communication which normally reach the workers concerned.

- You might also consider developing an ongoing jobs information newsletter which could be distributed by mail. This informal tool might double as a resource for information on other unemployment-related concerns.
- Always identify a central resource person, or place, or number, through which individuals can followup leads. The best-developed information will be worthless without appropriate attention to this detail.
- All these referral activities can be done by the workers themselves with support from the relevant agencies. In adapting the concept of peer aid and support, this is an area in which self-help is logistically most feasible.

Potential Problems and Solutions

- The greatest likelihood is that local labor markets will be highly saturated. Economic conditions responsible for shutdown probably have impacted in other areas of the local economy, as well. Possible answers to this problem include options of relocation, retraining, early retirement, "skidding" to lower-level jobs, or career unemployment. The irregular economy (e.g., barter or exchange) also can be seen as a possible solution. Several of these options are discussed in greater depth later in this section. All of them have serious drawbacks for general applicability. Recognition and analysis of these many complications reinforce the importance of focus on either of two longer-term strategies, wherever the opportunity exists. The first is to

facilitate, in any way possible, efforts which might reasonably keep the plant alive--and workers in their jobs. The other is to join seriously in community-based advocacy of economic development which would provide both early warning systems and employment alternatives to the industry shutting down.

- Promoting relocation is difficult both from the perspective of information and from the perspective of worker preference. Many individuals--particularly older heads of households--demonstrate high degrees of resistance to this option. Much of that resistance can be attributed to the uncertainties implied in relocation. There are few channels of meaningful communication to reduce these feelings of doubt. Organizations concerned with relocation must be able to develop more direct linkages with potential employment settings to overcome this barrier. Some areas of the country now are in boom times while others continue to suffer from economic bust. Contacts must be forged with resources in areas of prosperity which allow information about jobs and lifestyle issues to be more freely and accessibly exchanged.

- Cultural, familial, neighborhood, practical, and historical ties often make relocation an unrealistic option. In a situation in which there are no local alternatives, and relocation is untenable to the laid-off worker, the best the provider can do is to provide as much information and "counseling" as the worker is able to absorb. That can at least reduce uncertainties and anxieties which are emotionally disruptive.

2. Job Skills Assessment

Summary

"Limits" are often only problems of narrow perspective. Many boundaries to adjustment are the consequence of "tunnel vision." Workers rarely recognize the wealth of marketable talent and skills they have nurtured over time. Because they see themselves so frequently within narrowly defined identities (e.g., as "spot-welders" or "assemblers"), they fail to appreciate the multiplicity of other skills they possess. Appropriate job skills assessment is a valuable addition to any pre-layoff programming package. Prior experience with this approach--particularly with "displaced homemakers"--has proven its utility. The elements fundamental to its successful implementation are external facilitation, available time, and emotional support. The perspective and structure provided by an outside facilitator is essential to successful assessment of skills. In this same vein, time can be a significant factor, but agencies rarely devote the time they should to these activities. Typically, a worker from the Employment Agency shoves a form at a laid-off worker, demands that it be filled out, and with little more than a minute of interpersonal contact, completes the "job assessment" required. Decent assessment procedures demand serious self-reflection and careful consideration. That attention needs to be guided, and it needs sufficient time. It also needs emotional support.

Identification of skills is easily obstructed by feelings of denial or self-devaluation. These are commonly expressed in statements such as, "I don't know how to do anything else," "I'm not good at much," "Nobody ever taught me how to be one of those; I'm really only an amateur," or "It's just my hobby." Meaningful job skills assessment provides a resource for overcoming these emotional blocks.

This process is less constructive if not connected with other components, such as jobs information and job-finding skills. But even on its own, it can bolster the individual's sense of competence--characterized by the recognition that "I can do all of those things" This, in itself, is useful in combatting the loss of self-esteem which accompanies unemployment. Even in the absence of more formal job-finding networks, this assessment gives the worker direction for independent job search activity. Job Find Club manuals offer materials for use in this regard (see References).

STRATEGIC SUGGESTIONS

- Because individuals are always multi-faceted, a multi-faceted team approach can be extremely useful in job skills assessment attempts. Rather than relying on facilitation from a single employment services worker, bring together vocational counselors, union committeemen, mental health specialists, and others, including formerly laid-off workers, to help define the many layers of inherent skills and undeveloped talents usually hidden.

- This function is more easily accomplished in small group settings. The interaction of perspectives, the process of mutual identification, and other forms of mutual support which small groups encourage are useful in provoking individuals to dig more deeply and creatively into defining their skills.
- Provide written examples of the way similar individuals have moved through this process of job skills assessment. Peer identification, and its implied support, can be highly evocative in this set of tasks.
- Provide a written outline, or other structure or format, for thinking relevant questions through. This directive instruction helps the worker think more effectively about his/her capacities. These forms also can help the worker in defining choices through the future.
- Approach this process as one which has generalizable utility for each worker. Make it creative as well as concrete: conceptual and not just technical. This process can be used to reinforce the recognition in the worker that things are never simply what they seem. In coming to see formerly hidden aspects of themselves, individuals also come to appreciate formerly unseen dimensions of their environment. This development of perspective adds to the workers' sense of personal and environmental control.
- Where possible, this process can also be used in initiating programs incorporating "skills exchange." It is the necessary first step for a range of economic alternatives, including bartering

projects, workers' cooperatives, and other programs which build on non-formal abilities and economics.

Potential Problems and Solutions;

- Workers resent activities which consciously "therapize" or demand unexpected and undesired internal examination. Be sensitive to this issue as a general question of style. Make sure that self-assessments are understood in a different light, as relevant most directly to job-finding concerns.
- Workers also resent being subjected to batteries of tests and exams which reduce them to schemes of esoteric categories or mechanical elements. Rely as much as feasible on more conversational modes of presentation, exploration, and mutual exchange.
- Workers tend to connect the notion of testing with implications of mental dysfunction. This experience can be counterproductive in reinforcing these implications. Be sure to approach testing from the perspective of identifying, analyzing, and reinforcing personal strengths and abilities.
- Insufficient planning time may be a barrier to effective assessment. It does not preclude incorporation, though, of job skills examination in prevention programs. Even a pamphlet can make explicit suggestions that workers should attempt to identify their own strengths and abilities as a guide for re-employment. Similarly, packets of supplemental information can be distributed to workers prior to layoff, and these can include a simple one-page summary and structure for job skills self-assessment.

3. Job-Seeking Skills/Job-Finding Clubs

Summary

Ultimately, responsibility for re-employment rests with each individual. Unfortunately, most laid-off employees have little practice in or preparation for job-seeking. As such, they often experience job-hunting as lonely, frustrating, confusing, stressful, and discouraging. The need for intervention which provides support, encouragement, direction, and a development of rudimentary skills is essential. All of the components presented thus far have incorporated some elements of these concerns. This component suggests the need for a separate focus on job-finding abilities.

More specifically, the following abilities and understandings require individual cultivation:

- Personal Goal-Setting/Clarifying Work Values
- Preparing a Resume
- Analyzing Want-Ads
- Job-Hunting Techniques/Knowing the Territory
- Telephoning Strategies
- Interviewing Skills
- Assertiveness in Job-Hunting
- Problem-Solving and Decision-Making Skills

Generally, a variety of techniques can be used to promote the development of these skills. While each of these capacities could command a separate workshop,

limitations of time will usually preclude such extensive contact--particularly in a setting with hundreds of laid-off workers. In addition to the relevant strategies discussed in other components (above), the agency can utilize three other approaches to providing this needed information--a single workshop, a workshop series, and ongoing mutual support of "Job-Finding Clubs." The provider will be hard-pressed to squeeze every aspect into a one-shot, one-day workshop offering. Nonetheless, constraints of time might leave the agency no choice but to limit efforts to this format.

A second approach addressing this complex agenda would aim for a workshop series of three consecutive two-hour sessions. (Refer to segment on "Coping Skills Workshops," above, for relevant strategic suggestions.) Included in this series would be the following sessions:

Session 1

This session would focus on job skills assessment, goals clarification, and preparing a personal resume.

Session 2

This session would focus on job-hunting strategies, analyzing want-ads, gathering information, and networking skills.

Session 3

This final element would focus on assertiveness skills, interviewing skills, and decision-making strategies.

In some instances, a more formalized "job-finding club" approach has been used. This strategy recognizes the assistance of mutual support in maintaining workers' constructive attitudes. It views ownership of the learning process as essential to success. Originally described by Azrin,[10] there is a recently growing literature on this phenomenon. As such, we need not delve too deeply here into conceptual rationale. Generally, the "job club" meets three to five times per week as a group of eight to ten individuals who both work towards mutual encouragement and participate in structured exercises facilitated by the provider. Rather than relying upon external job placement, it specifically nurtures members' skills as their own job developers. By consistently returning responsibility for its functions to participants, the job club concept fosters more general problem-solving skills, as well. Even in the absence of employment opportunities, these clubs facilitate social support and the development of survival skills. With appropriate time and facilitation, the provider might even explicitly steer these groups in that direction.

STRATEGIC SUGGESTIONS

- See References for comprehensive suggestions for implementation of the "job-finding club" concept, based on a recent model program.
- Emphasize the element of structure. Both in helping make progress more visible, and in providing a sense of structure which is otherwise

lacking in participants' daily lives, this is a critical facet of the job club experience.

- Look to the reservoir of "group work" techniques to identify strategies enhancing fulfillment of short-term goals that, in turn, reinforce desirable long-term behaviors.
- Do not limit your perspective to the notion of "Job-Find" alone. Consciously see the "bait" of job-find to lure laid-off workers into the larger process of social support. If these groups are successful, they can take on a life of their own that exceeds initial task-oriented motivations. This dynamic of collective problem-solving and mutual support than can be applied to larger issues of community action and economic development, as well.
- Look for opportunities to spin off special groups of spouses, significant others, or even whole families. Familial conflicts can create overwhelming and dangerous strains, and creative intervention is usually required. Building upon relationships which are nurtured through more task-focused intervention, participants can often succeed in applying parallel dynamics of mutual support in reducing familial stress.

Potential Problems and Solutions:

- Facilitating multiple small groups in large-scale layoffs requires a great number of trained facilitators. Predictably the agency will itself be strapped for personnel. It, therefore, may wish to utilize the "training of the trainers" concept for staffing this component appropriately.

- Identifying and recruiting appropriate facilitators--even within the "trainers" model--is difficult. Conceptually, it is most sensible to look at labor leadership (e.g., committeemen, stewards, etc.) to fill these facilitative roles. Unfortunately, they, too, are often confronted with the same risks, confusions, and insecurities as the rank-and-file. The strongest argument for recruitment of these peer leaders will be to persuade them of the benefits accrued by their receiving special training for these leadership roles.

- Recruitment of participants will also be problematic. While it is easiest logistically to recruit as an aspect of the worker's exit process, workers will probably not experience the emotional need for this club until many months later (as their benefits expire). In this sense, recruitment will most easily be accomplished in conjunction with the State Unemployment Office. Use of other informal networks of communication and interpersonal contact should also be explored. Phone chains staffed by laid-off workers can provide the opportunity for more personalized recruitment. Even if the phone attempts fail to generate interest, they at least allow for continuity of contact, and for a brief reinforcement of information which may have been disseminated prior to the layoff. In a less personal manner, features in the mass media (television, newspapers, radio) can also describe this effort and underscore messages of pre-layoff intervention.

- The most difficult task of this later recruitment will be articulation of objectives in a manner sufficiently motivating to provoke interest in participation. Objectives must be spelled out clearly so that workers will respond to a currently

experienced sense of stress. A simple one-page descriptive flyer should be able to capture everything the worker needs to know of the program. Nonetheless, more personal communication will prove most effective as a means of transmitting this information.

- Because of the geographic dispersion of already laid-off workers, identifying appropriate settings for job clubs presents particular problems. The cardinal rule is to keep them neighborhood-based, or as close as possible to the participants. Churches, schools, community centers, and other assorted meeting spaces are usually available. With smaller groups, you can also arrange to meet in persons' homes--on a regular or rotating basis.

4. Early Retirement Programs

Summary

The problems confronting older workers are particularly stressful. Finding new employment at the same level as they have attained over many years of working is highly unlikely. "Skidding down" to employment at lower wages and with reduced responsibility, though, provokes internal conflicts in sense of pride and self-esteem. This, in turn, prevents the older worker from accepting such offers when they arise. At the same time, finding any re-employment opportunity is rare. Despite technically existing legal protection, older workers consistently suffer from age discrimination. Other options available to younger laid-off workers make little sense to those approaching the end of

their careers. Retraining, for example, demands investment of time, a sacrifice of benefits, a loss of income during retraining, and beginning again at the bottom of the ladder. These requirements hardly seem worthwhile to individuals with many years of working behind them. Relocation, similarly, is often highly unrealistic. The practical costs of selling a paid-off home and moving to a new environment--by themselves--are perceived as prohibitive. More significantly, the emotional costs of leaving family, work-related and neighborhood friends, community, and a sense of history are too exorbitant to consider. All in all, then, the older worker is in a difficult bind.

In this framework, an offer of early retirement becomes a sensible and attractive choice. While retirement income provides a minimum cushion of financial security, the worker can--in less of a squeeze--also choose to continue to search for new working opportunities. Early retirement also provides financial incentive to the former employer. Because pension costs for the workers are usually already paid for and costs of unemployment represent new expenditures, employers actually gain by encouraging workers to retire. Some plants, for purposes of image as well, will provide workers in the eligible age group one and one-half times the reimbursement they would ordinarily receive for electing the retirement option. Appendix G provides a model for orienting older workers to this choice.

STRATEGIC SUGGESTIONS

- Peer counseling, in this context, offers a great deal of needed support. Knowing that one can survive in retirement, and understanding its various costs, helps the older worker make a much more comfortably confident choice. Include others who have already gone through retirement in presentations or dialogues arranged.
- Supplemental part-time or full-time work, in addition to early retirement pay, provides older workers with needed extra income. In addition, it offers them opportunity to continue using personal skills and to maintain self-approval and esteem. Don't limit thinking or approach to preparing people for retirement alone. Encourage them to consider their talents, and to look for new and more rewarding ways to apply them.
- Older workers will have cultivated a number of informal skills and abilities over the years. Skills assessment with these individuals can be especially fruitful. Encourage them to continue to stay active, and assist them in finding opportunities for continuing contribution.
- Negotiate with management to sweeten the early retirement package. Both direct benefits from reduced unemployment contributions and advantage in public image provide a viable rationale for management cooperation. Obviously, the more lucrative this option can be, the more likely the older worker is to accept it.

Potential Problems and Solutions:

- Early retirement is a choice which shuts people down and out much sooner than they ought to be. Emotional needs to continue to participate in useful work are

especially strong. The provider should look for any means possible to counter this unfortunate effect. This might include assisting in re-employment, encouraging voluntary involvement in sharing skills in the community, facilitating participation in groups of local peers, or aiding in the nurturance of dormant hobbies, talents, or artistry.

- The stress of unstructured time is especially detrimental for older workers, who have grown accustomed to structuring their daily lives through their work. Interventions which help reduce this emotional threat will further encourage an option for early retirement.
- Older workers are acutely aware of the impact of continuing inflation on their buying power with a fixed retirement income. This recognition mitigates against the choice of early retirement. Ability to point to and assist in the means through which this financial bind can be abated will help many make this choice with greater ease.

D. Long-Range Interventions

1. Peer Support Groups

Extensive discussion in segments above has addressed the importance of peer support as a technique promoting learning of specific skills (e.g., assertiveness, job skills assessment, job-find club, etc.). The provider can also initiate more open-ended peer support groups as a specific component of intervention. These generally will help promote both emotional and economic survival for those who choose to participate.

Attempts can be made to initiate informal mutual support meetings in the pre-layoff period. Many others can be generated as spin-offs from other interventions already described. Individuals working together in accomplishing pre-defined tasks tend to develop working relationships with potential for constructive carry-over. With appropriate facilitation, these relationships can serve as foundation for ongoing peer support.

Generally, peer support groups should function with extensive flexibility. They do not demand the structure of a job-find club (as described), nor do they require the explicit objectives of a workshop. Still, the groups may choose to adapt these frameworks on a session-to-session basis to maintain interest and involvement. Particularly at the outset, external facilitation will also be important. The role of facilitation will essentially be three-fold:

a) Helping to organize support group sessions and practical arrangements.

b) Helping to mobilize or recruit participants.

c) Helping to identify and train peer leaders to act as ongoing group facilitators.

Once these groups are geared up and going, the provider can play a more limited role of continuing consultation. As they continue, group members will develop necessary skills for success in group process and maintenance, and will master the tools of leadership and group problem-solving. They can meet in locations most convenient to their

membership (e.g., schools, churches, homes, restaurants), and can evolve in whatever manner seems to provide most meaningful mutual support. Family outings, athletics, political involvements, potlucks, economics, and stress management are but a few potential items appropriate for these groups. If successful, they can provide exciting and creative multi-purpose support.

2. Information Hotline and Clearinghouse

Another possibility in longer-term community resource development is the development of a community-based unemployment hotline or clearinghouse. The primary goal of this concept is provision of special resources for responding to the particular needs of unemployed persons and their families. This idea does not imply establishing a new overspecialized treatment organization, nor should it be seen as an extension of the 24-hour crisis emergency service. Rather, it aims to generate more effective problem-solving, referral, and information dissemination specific to issues of layoff and unemployment. In some cases, this approach also can promote the "one-stop shopping" concept--i.e., coordinating services and information in one central locale, thereby avoiding consumer runaround for benefits and assistance they need and deserve. Outreach, advocacy, assessment, group-work, home-visits, individual treatment, and public education are all seen as appropriate programming tasks.

There are several ways to envision the operationalization of this idea. Where communities have other functioning information and referral services, they will probably already be involved in responding to consequences of layoffs. In this circumstance the provider might choose to collaborate with the participating organization(s), or to augment ongoing services by:

- Adding an unemployment liaison worker.
- Offering special training and orientation to existing crisis center staff.
- Providing additional trained peer counseling staff.
- Assisting in general functions.
- Adding more phones, or a special "hotline" number.

Where no related center exists, but there is motivation to create one, the provider can collaborate with other interested parties in planning and implementing a clearinghouse concept. In a situation in which resources are too scarce for such development, the one essential is installation of a special "hotline" number for unemployment information and referral. This one small step can be invaluable for hundreds of consumers too confused or too reticent to approach many different but relevant agencies more directly. In light of the most extreme resource crunch, the provider should approach both labor and management for fiscal support that at least covers the costs of phone maintenance and installation.

As stated earlier, it is crucial that both the hotline and clearinghouse be seen as community-based, rather than related to mental health. Workers want information, but don't usually think of themselves as in need of mental health services. In a similar vein, even information phones which are placed in union halls are often underutilized by laid-off workers. Workers don't want to admit publicly to having problems, and in some cases are angry at the union for not preserving their jobs. In any event, adapting this simple notion can be extremely cost-effective for prevention.

3. Worker Retraining

If time and resources allow, providing displaced workers with training which increases employability is an option that should be explored. This training need not involve education for radical career change; it can also be oriented to supplementing existing job skills, With appropriate pre-notification, retraining courses or "curricula" can be established for those who desire them. These can occur in the plant, at the union hall, in local colleges, in community churches, or in other convenient settings. Workers can be encouraged to pursue G.E.D.s, Associate Degrees, or other advanced training to increase marketability. Retraining should be initiated prior to job displacement if possible--and always must be linked to meaningful job referral and counseling.

The personal history of individuals as students in prior educational programs--and the provider's ability to deal creatively with education of adults--are likely to be the most critical determinants of success in retraining opportunities. Many displaced workers have never been successful in classroom settings; and it is unrealistic to expect them to succeed in any similarly regimented retraining. Efforts must, in every case, be geared to the special needs of non-traditional adult learners. This includes the need to deal with the more concrete implications of adult participation in such a program. For example, if retraining is implemented following layoff, it is important to ensure that participants do not risk loss of unemployment insurance. Provision for practical and logistical costs (transportation, materials, child-care, etc.) will often need to be arranged. Time and location of programs, and monetary costs to the unemployed worker, all seriously influence potential for success. Training subsidies, TRA, tuition support, release time, and other incentives will obviously increase appeal of re-training to "workers"--with or without steady income.

Most importantly, programs must be tied to realistic job prospects in order to promote recruitment and worker participation. Retraining has been mistakenly perceived as a panacea for the problems of the unemployed. In some cases, private "consultants" and entrepreneurs have sold packages to train people for jobs that do not exist. In

others, education is based on misinformation regarding future employment potential. In either case, retraining often leaves workers without a secure or permanent job. JTPA, for example, is a program limited to essentially unskilled and often young individuals. While it enjoyed some success with these groups, it had little to offer the higher paid semi- or fully-skilled worker. Generally, workers at middle age or above choose not to participate in training programs because acquiring new skills is not seen as beneficial in resolving their personal difficulties. Younger workers, on the other hand, are more likely to consider retraining for its promise of longer-term gain. For both populations, the outcomes of retraining programs historically have been only mixed in their success. While younger workers' chances of obtaining training-related re-employment are generally better, this is often dependent on their willingness to relocate, and to accept jobs at lower pay.

Retraining effectiveness is also highly unpredictable and varies in relation to uncontrollable local and national labor market conditions. Training must be geared to valid forecasts of future needs, and uncertainty in economic conditions makes such predictions difficult, if not impossible. Moreover, in periods of economic decline, employment opportunities are reduced across the board. Training which results only in extended unemployment will add to worker stress rather than alleviate its impact. On

balance, retraining is constrained by many inherent limitations, and should be pursued only with caution and with minimal expectation.

4. Worker Relocation

Assisting workers in relocation is a related economic alternative. Motivation to move is generally enhanced by assurance of employment in a new location, continuity of seniority and benefits, and ability to return to one's old community if a new job fails to work out. Human services providers can facilitate this option by working in conjunction with potential "receiving" communities, providing training and counseling to potential transfers, and monitoring or following up on the relocated workers. They can also advocate for transfer subsidies or allowances, and can mobilize local peer and professional networks to help develop strategies for supportive exchange of needed information. In situations where there is clarity that the local economy is not likely to rebound in the near future, these strategies represent an important intervention.

For many unemployed workers, however, relocation is seen as the choice of last resort. Individuals are more likely to move if they are younger, unmarried, and of higher educational and occupational status. For most others, there are extensive disincentives to consider relocation. Older and more established individuals, in particular, have a strong sense of rootedness in current homes and communities.

Bonds of friendship, kinship, children's ties, and local involvement strongly support "staying put." From a fiscal perspective, questions of home ownership and costs of relocation also work against the broad acceptance of relocation as a viable alternative. In this light, relocation can be utilized as an approach with potential for particular sub-populations; but it must not be construed as a widely useful tool.

5. The Irregular Economy: Barter, Skills Exchange, and Worker Cooperative Programs

Typically, laid-off workers have extensive talents and skills which go unused, or which they have historically limited to application within their own homes. A cursory review of personal capacities will reveal formerly unrecognized abilities in many and diverse areas--e.g., typing, household repair, arts, child care, construction, sewing, auto repair, carpentry, cooking, music, crafts, etc. Developing programs which assist the laid-off worker in identifying, applying, and exchanging these skills can help reduce both financial and emotional stress. Monetarily, they lighten the load by generating supplemental income, reducing or eliminating costs of small repairs, avoiding the expense of dependence on "middle-men," and replacing costs of purchase with exchange of services. In emotional terms, these options are important as they support the sense of having useful skills, help restore one's sense of self-

confidence, and foster supportive channels for use of vacant time. They even provide more acceptable alternatives for workers who are unable or unwilling to look to public welfare for available assistance. Several different models of programs are adaptable in almost any community or neighborhood setting:

- In the worker cooperative approach, small groups of workers join together as a "mini-corporation," and jointly advertise abilities for relevant odd-jobs. While this may be limited in its economic potential, it can provide extra money and boost self-esteem. In this instance, the agency's role can be restricted to suggesting the possibility as part of its information dissemination, but can also include providing ongoing consultation.
- In the traditional barter model--such as babysitting pools--a small group of workers coordinates a simple exchange of efforts in providing for commonly experienced needs. This might include child care, elder care, transportation, certain repairs and even job-hunting efforts. The role of the provider in this model would simply be to facilitate initiation of the exchange and to provide ongoing assistance as required.
- In the "yellow pages" model, individuals advertise their skills and resources through a catalog or publication or other public communication tool. Without the involvement of any brokering agent, individuals then directly negotiate and manage an exchange. The agency, in this case, might coordinate the publications process.
- In the organized skills exchange, an organization, group, or committee coordinates, monitors, brokers,

and publicizes ongoing exchange. Through this model, individuals have the option of immediate exchange, or management of "credits" which can be traded off at other times. The agency's role in such an effort could either be to help in coordination--with staffing, space, or other aid--or to provide more limited consultation.

- The cooperative buying model is a variation on prior related themes. In this case, workers share their time in collective purchases and distribution of foodstuffs, clothing, or other needed material. This significantly reduces "middleman" costs while increasing worker involvement in mutual aid and self-support. Here again, the agency might provide a range of in-kind assistance and also add through process and small group facilitation.

Regardless of the models utilized (and they are not mutually exclusive), the provider can render a significant service in assisting groups of laid-off workers to implement these alternatives. Their direct practical benefit and indirect emotional effects make them highly worthwhile in creative intervention. See References for further basic guidelines for those interested in initiating such cooperative exchange.

E. Changing the Base: Collective Bargaining, Worker Control, and Advocacy for Economic Development

Several options for intervention are a few steps beyond that which human service agencies normally view as their "turf." In the context of commitment to effective preventive programs, these alternatives deserve at least some mention. The first of these is the potential for

building layoff assistance into "the system" through collective bargaining agreements between labor and management. Among conditions which can be incorporated through negotiation are:

- Advance notice to workers of any shutdown plans.
- Union participation in any shutdown decision.
- Provisions and funding for severance pay.
- Provisions for transfer of workers to other units of the company and maintenance of all seniority and benefits which have been accrued.
- Relocation subsidies or allowances.
- Retraining subsidies or allowances.
- Layoff procedures which incorporate preventive orientation.

Working towards inclusion of such provisions in contracts demands serious prior groundwork with both union and management officials. There are payoffs from this process, though, in constructing more meaningful relationships with both.

In the same vein, an option with increasing vitality is encouragement of worker control, or ownership, of shut-down industrial plants. Recent legislative and economic development initiatives have provided growing support for this complex alternative. While this may seem to be beyond the realm of traditional human service expertise, there is a clear role for the provider in advocating for, and lending support to, worker-controlled economic initiatives. It would be of great injustice to ignore this approach in a

serious review of alternative interventions. Because the technical complexities of this sophisticated strategy make it difficult to explore in greater depth in this volume, we refer the reader to the wealth of available literature which examines this alternative in more meaningful detail.

Advocacy for appropriate economic development is thus a legitimate preventive alternative. The relationship of work and emotional health is long established. The relationship of non-work and ill-health is also clear. In that sense, there is ample theoretical rationale for inclusion of human services representatives in economic policy initiatives. In the long run, the best preventive strategy is avoidance of shutdown and layoff altogether. When layoff is unavoidable, the next best strategy insures availability of local re-employment. When regions become dependent on single industries, and other economic options don't evolve, the region--as an environment--can be said to be at economic risk. As the recent experience in Michigan and other industrial regions examples (e.g., Massachusetts, Maine, etc.) painfully attests, failure to promote economic vitality and diversity forebodes both industrial and human disaster. In light of the consequent familial and emotional impacts, the creative provider should participate in efforts to counteract these economic

In related fashion, it is in the interests of providers to become aware of impending economic dislocation as early as possible. Participation in economic development activity

(as mentioned above) helps keep providers on top of the evolving industrial climate. Advocating for political legislation which mandates extended notice of plant shutdown or large-scale layoff is similarly appropriate in the human services repertoire. While risky in a purely political sense, achieving legislation of this sort would insure sufficient planning time for meaningful intervention.

Too often, the approaches of human services providers reinforce notions of worker responsibility for conditions that are essentially beyond their control. Prevention need not and must not "psychologize" fundamentally economic crisis. Social services can help provide supports, but the realities of unemployment-related stress are based in an often uncontrollable career experience. Rather than perpetuate counterproductive assumptions that layoff is somehow the "fault" of the workers, committed human services providers might more effectively advocate for economic change.

NOTES

[1]M. H. Brenner, Mental Illness and the Economy. Cambridge, Mass.: Harvard University Press, 1973.

[2]S. Cobb and S. V. Kasl, Termination: The Consequences of Job Loss. Cincinnati: DHEW (NIOSH) Publication No. 77-224, 1977.

[3]M. Dumont, "Is Mental Health Possible Under Our Economic System?" Psychiatric Opinion, 14:3-11, 1977.

[4]L. A. Ferman and J. P. Gordus (Eds.), Mental Health and the Economy. Kalamazoo, Mi: W. E. Upjohn Institute for Employment Research, 1979.

[5]L. A. Ferman and J. Gardner, "Economic Deprivation, Social Mobility, and Mental Health," in L. A. Ferman and J. P. Gordus, Ibid.

[6]M. Aiken, L. A. Ferman, and H. Shepard, Economic Failure, Alienation and Extension. Ann Arbor: The University of Michigan Press, 1968.

[7]L. A. Ferman and J. Gardner, op. cit.

[8]L. Rainwater, What Money Buys: Inequality and the Social Meanings of Income. New York: Basic Books, 1974.

[9]J. Majorors, "Early Warning Signs of a Plant Closing: One Worker's View," Industrial Exodus, Ohio Public Interest Campaign.

[10]N. H. Azrin, "Job-Finding Club: A Group-Assisted Program for Obtaining Employment," in N. H. Azrin, T. Flores, and S. J. Kaplan (Eds.), Behavioral Research and Therapy, Volume 13. New York: Pergamon Press, 1975.

REFERENCES

Michigan Department of Mental Health, Response to Major Layoffs and Plant Closings, June, 1980. A book of readings. Available in repository libraries around the country. Items included are indicated by *.

* U.S. Department of Labor, A Guide for Communities Facing Major Layoffs or Plant Shutdowns, Washington, D.C.: U.S. Government Printing Office (029-000-00391-2), 1980.

* United Community Services of Metropolitan Detroit, 51 West Warren, Detroit, Michigan 48201, How to Deal with the Emotional Impact of Unemployment, How to Survive Unemployment and Personal Crisis, and Skills Wanted: Job Retraining and Job Hunting.

* Washtenaw County Community Mental Health, A Facilitator's Manual for a Job Find Club, 1979.

Simon, Dyanne Asimou, The Barter Book, Dutton Publishers, 1979.

APPENDICES

AUTHORS' NOTE:

The materials in these appendices were developed several years ago. At that time, they were the state of the art. While they indicate the generic types of programs and materials which are useful, we caution that newer materials are being developed and improved programs become available frequently. Therefore, these appendices are most useful as a compendium of TYPES of materials to be used. Readers are advised to locate new program materials and to devise their own resource lists, based on the examples shown here.

APPENDIX A

OUTLINE OF ASSESSMENT ISSUES FOR PRE-LAYOFF PROGRAM PLANNING

I. PROGRAM SETTING ISSUES

1. The Workplace

   A. History

      1) How long has business been in the community?

      2) How central is the business as a political and economic force in the community?

   B. Economic Control and Influence

      1) Is the industry locally owned, or is it a corporate subsidiary?

      2) Are decisions regarding the business made at a local management level or through distant corporate procedures?

      3) To what extent is the business concerned with local opinion?

2. The Workplace

   A. Demographic Information on pre-layoff work force (i.e., size, ages, gender, length of employment, family structure, etc.)

   B. Demographic Information on Laid-Off Workers

      1) Are there any visible patterns in the characteristics of workers laid off?

      2) Are there particular numbers of laid-off workers in categories identified as most vulnerable (i.e., young adults, newlyweds, older workers, single parents, etc.)?

      3) How many will suffer from severe economic loss?

C. Labor Skills of Laid-Off Populations

1) How do skills levels of labor generally break out (i.e., unskilled, skilled, supervisory, clerical, white-collar)?

2) How unique are skills of workers laid off? How many laid-off workers have transferable skills?

3) What is the likelihood of laid-off workers finding local re-employment in positions utilizing the same or parallel skills?

D. Residence of Laid-Off Workers

1) How widely dispersed are laid-off workers from the physical location of the plant?

2) How accessible will laid-off workers be in strictly geographic terms?

E. Worker Culture

1) What are the dominant cultural values regarding work and unemployment?

2) What are the relevant norms and values regarding mutual support?

3) What is the nature of worker investment in this particular community? How reticent will laid-off workers be to leave?

3. <u>Union/Labor Representation</u>

A. Labor History

1) Has there been a recent or notable history of union antagonism in the targeted setting?

2) What is the general tenor of current labor-management relations?

3) Are there competing unions within the targeted plant? Does that competition have implications for possible pre-layoff programming?

4) How do workers view their existing representation?

B. Union Structure

1) Are there already identified positions within the union responsible to these concerns? At the local level? District level? State level? National level? International level?

2) Who within the union structure will be most useful in contacting workers? Disseminating information? Counseling peers? Mobilizing peer support?

3) Is the union capable of freeing representatives for program planning? Training? Program implementation?

4) Are there already existing committeemen, stewards, or others who can be used as trainers or facilitators for their peers?

4. Management

A. Who are they?

1) Who is responsible for decisions regarding layoffs?

2) Who is responsible for employee relations?

3) Who is responsible for community relations?

B. Power

1) Who controls the decision-making process relevant to layoff?

2) Is there leeway or flexibility in that decision?

3) What are possible sources of leverage? What informal networks are relevant? Who can be called upon to exert informal counterpressure?

C. Layoff Planning

1) How involved is management in planning for workers affected by layoff?

2) How cooperative is management likely to be?

3) What is management's essential interest in layoff planning?

4) Are there any parallel precedents for commitment of corporate interests and resources in the workers' behalf?

5. In-Plant Resources and Labor-Management Relations

A. General Contractual Commitments

1) What are the existing commitments regarding child care, health care, flex-time, educational benefits, etc.?

2) What is the nature of supervision and control in the plant? Is there a visible backlog of grievances? How much is concern for workers' welfare incorporated in formal structure and practice?

B. Contractual Commitments Regarding Layoff Practices and Procedures

1) What are the written conditions regarding layoff procedures?

2) Are there contractual commitments for any particular layoff benefits? What systems or strategies are already mandated for response to plant shutdown or layoff? Outplacement counseling? Severance pay? Early retirement options? Relocation subsidy? Transfer policies? Other?

C. In Plant Resources

1) Is there an existing Employee Assistance Program?

a) Who is responsible?
b) Is it actively utilized?
c) Is it a viable partner for pre-layoff prevention?

2) Are there other programs geared toward employees' emotional or educational needs?

a) Stress management?
b) Substance abuse?
c) Adult basic education?
d) Consumer skills?

3) Are there relevant informal peer interaction networks?

a) Bowling leagues?
b) Service organizations?
c) Athletic teams?

D. Facilities/Logistical Information

1) Are there rooms or facilities within the workplace where mass meetings can be held?

2) Are there rooms or facilities within the workplace where small group sessions or conferences can be held?

3) Are there meeting rooms available in an accessible union hall?

4) Are there times during the day when meetings with workers are feasible?

5) Are there any precedents for meeting with workers on-site about nonwork-related issues?

6. Relevant Resources in the Community

A. History of Plant Relations With Community

1) Have there been any prior connections between the plant and human services providers in the community? In what areas? Can they be drawn upon to assist in this situation?

2) Has the plant, via public or community relations programs, been involved in community affairs? Are these networks of relations useful in responding to the current crisis?

B. Other Available Resources

1) What other agencies or organizations in the area might join in in responding to the layoff?

2) What other agencies or organizations in the area need to be included in any program designed?

3) What other agencies or organizations are likely to collaborate?

a) With whom do you have prior working relationships?
b) With whom are there historical competitiveness and antagonisms that might obstruct planning and delivery of services?

c) With whom do you have connections that might be cultivated for this purpose?

4) Are there sites or locations outside of the plant that can be used for program delivery (e.g., churches, community schools, community centers, community colleges, offices of other agencies, etc.)?

5) Are there already ongoing programs--either formal or informal--that can be utilized or expanded?

   a) Do there already exist job-finding skills courses through adult education, CETA, or other community programs?
   b) Do other organizations currently sponsor stress management, assertiveness training, parenting education, or other relevant survival skills courses?

6) Who can assist with costs of printing or duplication of written materials and instructions?

II. ASSESSMENT GUIDE FOR PRE-LAYOFF PROGRAM PLANNING

ORGANIZATION:_____

Name of Plant:_____

Address:_____

Major Product(s):_____

Anticipated Layoff Date:_____

MANAGEMENT CONTACTS

Plant	Headquarters Person Responsible for:	Phone No.	Date Contacted
_____	_____	_____	_____
Employee Relations			
_____	_____	_____	_____

Assigned Responsibility With Respect to Layoff:

Plant Manager:_____

Personnel Director:_____

Benefits Representative:_____

Medical Director:_____

Labor Relations Director:_____

What are they trying to accomplish?_____

_____

What do they want from the community (mental health) team?

_____

What do they want to accomplish?_____

_____

How do they perceive community (mental health) team?_____

_____

UNION CONTACTS	Phone No.	Date Contacted	x Inform + Involve
Headquarters Person:			
Regional Director:			
Regional Educational Director:			
Local President:			
Officers:			

Committeemen/Stewards - List Attached ( )

What are they trying to accomplish?_____

_____

What do they want to accomplish?_____

_____

How do they perceive community (mental health) team?

_____

What do they want from community (mental health) team?

_____

EMPLOYEE/LAYOFF INFORMATION

Number of Employees (_____) Number to be laid off (_____)

Salaried Workers (_____) Hourly Workers (_____)

Comments:

_____

_____

_____

Timeframe For Layoff (_____)

Timeframe For Worker Notification of Layoff

(_____)

Expectation of Call-Back (_____)

Estimated % (number of) laid-off employees who are:

Black (_____) White (_____)

Men (_____) Women (_____)

Latina (_____) Young Families (_____)

50+ Early Retirement (_____) 30 and Out (_____)

Other (_____)

Comments:

_____

_____

Where do Employees Live?

_____

_____

UNION/MANAGEMENT RELATIONS:

Is there a joint statement related to layoffs?

No (___) Yes (___)

Strike History: When?_____

How Long?_____

Backlog of Grievances_____

_____

Union/Management participation expected:

Jointly (___) Separately (___) With union only (___)

Current Plant Interventions:

What are the current plans in helping workers who are going to be laid off? (i.e., explaining benefits, holding classes, making referrals, etc.)?

_____

_____

_____

Will time and/or money be made available for outplacement/ layoff counseling? Briefly describe the current plan:

_____

_____

_____

Are there any in-house teams, groups, etc. (e.g., bowling leagues, newsletters, physical education classes, etc.)?

Yes (___) No (___)

What kinds of activities?

_____

_____

_____

Is there child care available? Yes (___) No (___)

Other (_____)

LOGISTICAL INFORMATION

Capacity of meeting rooms in plant?_____

In union hall?_____

Can meetings be scheduled:

During working hours: Yes (___) No (___)

Times:_____

During off hours? Yes (___) No (___)

Time for lunch_____
Time for breaks_____
Shift changes_____
(Overlaps?)_____

During OSHA accident, safety time? Yes (___) No (___)

APPENDIX B

GENERIC FORMAT FOR INFORMATION AND RESOURCE GUIDE

I. INTRODUCTION

If you are like so many workers who have lost or are about to lose their jobs due to layoffs or plant closings, you may be asking yourself a number of important questions. "What am I going to do now?" "What will happen to my family?" "What about bills and my home?" "Is there anyone out there to help me?" These questions are natural reactions to one of the most difficult problems people face. The uncertainties that come with unemployment can trigger many emotional responses: Feelings of rejection, anger, fear, or resentment are frequently experienced. These, in turn, will often lead to anxiety and depression. If you are or will soon be unemployed and you find yourself experiencing these emotions, you should recognize that you are not alone. The unemployed, in today's troubled economy, are victims of the problems of a complex society. You did not bring this problem upon yourself. There is little you might have done to avoid it. But now that you are here, you might want to think of what you should or could be doing.

II. THINKING AHEAD--DON'T WAIT FOR TROUBLE

Your Family

Unemployment is felt by your family as much as you. They may feel just as uncertain and afraid as you, but they can also be the strongest support you have. Don't try to take the problems on all by yourself--don't lock your family out. Let them know how you feel. Plan with them. And talk about the problems you are all experiencing, together. What begins as a sharing of concerns can turn out to be a sharing of ideas that will help you become better able to deal with these difficult times.

Your Home

Your home is often the most important possession you have. If maintaining your mortgage is going to be a problem, call your bank right away. You can often arrange for different or delayed payments by discussing your predicament directly with bank officials. Do not wait for the moment of foreclosure. If you cannot make such arrangements, and you have an FHA-incurred mortgage, contact the U.S. Department of Housing and Urban Development.

Persons with a VA mortgage or land contract can contact the VA Loan Service and Claims Section for similar assistance.

Your Utilities

You may find that other bills are falling behind in addition to your mortgage payments. In the event that you receive a utility bill that you cannot pay within the time allowed, contact the Customer Service Department of your gas, electric, or telephone company before the bills become due. You may be able to arrange a payment plan based on the amount of the bill, your history of payments, and your current financial resources. Particularly in the event of a medical emergency in your home, shut-offs may be postponed.

Your Benefits

Most people who have been laid off or have lost their steady work are eligible for unemployment insurance. Veterans and retirees who are unemployed may qualify for additional assistance, as well. Unemployment benefits are not charity payments. They are benefits you have earned while putting in working time. For eligibility and application information, check your phone book for the State Employment Services Office nearest your home, pick up your telephone, and call.

Your Rights

There are a large number of publicly funded service programs to assist you. Agencies and organizations in your own community can help you in dealing with needs or problems relating to housing, shelter, utilities, health care, job training, job seeks, and emotional support. Many of these programs exist as a consequence of state or federal law. You have helped to keep them going with your own hard-earned tax dollars. Now that you're in this situation, even if only temporarily, you should not hesitate to call on them for help. You've invested in these services for many years. It is your right to claim your dividends now, when you may need them. A list of some of these services is included in Appendix C. Numbers can always be found in your local phone directory.

REMEMBER---

You are not alone, There may be more opportunities than you know about, and you may have more options than you think. Often, the best way to find out is to talk to others experiencing the same problems you are. Talk with friends and co-workers; attend job club meetings; call your union or plant office--and ask questions.

APPENDIX C

"ALL YOU NEED TO KNOW WHILE YOU ARE UNEMPLOYED"-- A GUIDE TO RESOURCES AND ACTIVITIES

Prepared by:

New Center Community Mental Health Services
Consultation and Education Unit

February 1981

TABLE OF CONTENTS

I. Community Resources and Services

II. Social Services

III. Training and Re-Training

IV. Domestic Violence Referral Service

V. Recreational and Leisure Time Activities

I. Community Resources and Services

Service	Phone/Service Hours	Type of Service
T.I.P. (The Information Place) Detroit Public Library	833-4000 Monday-Saturday 9:30 AM-5:30 PM Wednesday 9:00AM-9:00 PM	Provides information and referral services to callers, depending on their specific needs.
Community Information Service United Community Services	833-3430 24 hour	Provides comprehensive information and referral services on institutions offering direct social services.
Community Services Guide UAW	926-5513 Monday-Friday 9:00 AM-5:00 PM	Provides information regarding benefits for the unemployed (e.g., unemployment compensation, social security, legal aid, etc.)
E.T.S. (Emergency Telephone Service)	224-7000 24 hour	A 24-hour hotline for all types of crises.
United Community Housing Coalition	963-3310 Monday-Friday 9:00 AM-5:00 PM	Provides help with housing-related problems (e.g., evictions, utility disputes, finding housing, etc.)
Tel-Help Community Information Service	833-4466 Monday-Friday 8:30 AM-8:30 PM Saturday 10:00 AM-4:00 PM	Taped messages on topics relating to the needs of the unemployed (e.g., utility problems, food stamps, family violence, stress, etc.)
Tel-Med	393-1976 Monday-Friday 11:00 AM-9:00 PM Saturday 11:00 AM-7:00 PM	Taped messages on topics relating to medicine.
Tel-Law Detroit Bar Association	962-1000 24 hour	Provides 50 taped messages on various legal topics (e.g., workers' compensation, debts collection and wage garnishment, applying for credit, etc.)

Community Resources and Services (continued)

Service	Phone/Service Hours	Type of Service
Downriver Unemployment Hotline Downriver Community	283-9700 24 hour 383-9000 after 5:00 PM	Provides general information relating to the needs of the unemployed. Also provides information regarding CETA positions and other job referral services.

II. Social Services

Contact your local Department of Social Services at 256-1780 or 256-1111 for information on eligibility criteria for receiving the following aid:

Aid to Dependent Children (ADC) - for person who is the parent or relative of a needy child living with him/her and who is responsible for the child's care and support.

Wayne County	256-1780
Mt. Clemens	469-7700
Sterling Heights	254-1500
Warren	574-1400

Food Stamps - for persons who work for low wages; are unemployed or work part-time; receive welfare or other assistance payments, are elderly or disabled and live on a small income.

Wayne County	256-6385
Oakland County	858-1603
Washtenaw County	994-1863
Monroe County	241-6211
Macomb County	469-7448

Emergency Needs Program - for persons in need of emergency help (e.g., food, clothing, rent, house payments, shelter, utility payments, taxes, security deposits, home repairs, appliances, furniture, transportation, etc.)

256-1780

General Assistance (GA) - for persons who do not qualify for other public aid. The program offers financial assistance and out-patient medical care.

256-1780

Medical Assistance) (MA) - for persons in need of a variety of medical services.

256-1780

Unemployment Insurance - for persons who have been laid off or lost their jobs. Veterans or retirees also qualify for unemployment insurance benefits.

DETROIT -	Downtown	2770 Park	256-3550
	Eastside	4729 Conner	822-9500
	Midtown	8600 Woodward	873-6284
	Northeast	13303 E. McNichols	527-6700
	Northside	4321 E. McNichols	891-4306
	Northwest	13501 Schafer Highway	838-9710

	Westside	4501 Michigan	897-2700
SUBURBAN -	Dearborn	1185 Monroe	565-8300
	Livonia	28003 W. Eight Mile Road	476-5980
	Plymouth	8825 General Drive	453-3520
	Romulus	38333 Van Born	721-5000
	Royal Oak	737 S. Washington	548-7404
	Sterling Heights	37250 Van Dyke	939-9650
	Taylor	21205 Eureka	287-2121

Social Security Benefits - for persons who qualify for retirement, survivors or disability benefits. Retirement benefits are for persons sixty-two (62) and over. Survivors benefits are for disabled widows/widowers, age 50 and over. Also eligible are widows of any age with children under 18, and a parent who depended on a deceased child for more than half of his/her support. Disability benefits are for persons who have a severe physical or mental condition that prevents working and is expected to last at least twelve months.

483-1111

Supplemental Security Income (SSI) - for persons 65 or older, or blind or disabled persons of any age. Persons whose monthly income is less than $20.00 or whose monthly wages are less than than $65.00 can also qualify for full SSI payments. Check with the nearest Social Security office to determine whether you and your family qualify for benefits.

Utility Assistance - for persons who are unable to pay past due gas and electric bills, and are threatened with disconnection. Eligibility is determined by annual income. A Neighborhood Services, Department of Energy Assistance Program.

Detroit	224-7814
Taylor	292-2110
Highland Park	864-8755
Hamtramck	875-4419

Legal Services - for persons in need of legal counseling. Contact the main office at 3500 Cadillac Tower, Detroit. Phone 962-9015 for referral to the office nearest your home. Persons over 60 years of age can call Senior Citizen Legal Aid Project - 964-5310.

Mortgage Arrangements - for persons who are unable to meet mortgage payment because of unemployment, an extended strike, illness, or other circumstances beyond their control.

926-5513

Credit Counseling - for persons in need of professional counseling on money management. Call 557-7902 or 569-3715 for referral to the office nearest you.

III. Training and Re-Training

Making a career change is another way to solve your unemployment problems. You will need training, however. Your local school district offers adult community education programs which are usually available at little or no cost. The following list provides the location and phone numbers for the various training and G.E.D. preparation programs in Detroit.

High School Completion and Vocational Training

Name	Address	Nights Open	Phone
Central	2425 Tuxedo	MTWTh	868-8307
Chadsey	5335 Martin	MTW	361-1400
Cody	18445 Cathedral	MTWTh	836-6584
Cooley	15055 Hubble	MTWTh	835-3200
Denby	12800 Kelly Road	MTWTh	521-4480
Ford	20000 Evergreen	MTWTh	535-8200
King	3200 E. Lafayette	TWTh	567-4844
Mackenzie	9275 Wycming	MTWTh	834-4830
Mumford	17525 Wyoming	MTWTh	341-2784
Northern	9026 Woodward	MTW	871-8755
Northwestern	6300 Grand River	MTWTh	895-1865
Osborn	11600 E. Seven Mile	MTW	372-8920
Southeastern	3030 Fairview	MTW	822-6547
Trombly Adult Day (Day classes only)	7620 Harper	MTWTh	923-3540
Western	1500 Scotten	TTh	554-2337

Basic Education and G.E.D. Preparation

Location	Address	Days /Nights Open	Phone
Adult Outreach (Secondary)	2139 Trombly	MTWThF	873-3364
Majeske Adult Center	2139 Trombly	MTWThF	873-5515
Ruthruff Adult Center	6311 Chicago	MTWThF	931-3999
Urban Adult Education Institute (UAEI)	9027 John C. Lodge	MTWThF	871-7828

Arrangements may be made to take the G.E.D. test at the following locations:

G.E.D. Test Center	6311 Chicago	MTWThF	931-6990
Urban Adult Education Institute	9027 John C. Lodge		871-7828
Detroit Urban League	7811 Oakland		873-3949
John C. Dancy Street Academy			

Apprenticeship Training Programs

Your local M.E.S.C. (Michigan Employment Security Commission) office has an assigned person to provide information on apprenticeship training programs in the Michigan area. Contact the M.E.S.C. branch nearest you for details.

Detroit Public Schools, Trade V Vocational Schools

Aero Mechanics Vocational	571-3200
Apprentice Training, Construction Trades	873-5515
Chadsey Trade - Commercial Foods	361-1120
Dancy Adult Day School	923-3540
Detroit Practical Nursing Center	831-3810
Washington Careers Center	868-9500

CETA (Comprehensive Employment and Training Assistance)

Eligibility and Intake Information	224-6006

IV. Domestic Violence Referral Service

For Emergency Shelter for Children/Adolescents:

Detroit Transit Alternative	821-8800
Salvation Army	833-0772
Department of Social Services (24-hour hotline)	256-1510

Battered Spouse:

Temporary shelter and/or assistance is provided by the following organizations for battered spouses:

Interim House - YWCA	962-5077
Habor (a network of domestic violence shelters)	1-800-292-3925
Women in Transition	963-6633
Salvation Army Emergency Shelter for Women and children	962-2100
Women's Justice Center (for legal information)	961-7073

Studies show that unemployment causes additional stress to the family. Child abuse and incidences of battered wives become much more prevalent as a result of this added tension. Thus, this section has been included for referral

information to assist families who are experiencing domestic violence.

Child Abuse

To report a case:

Police Emergency	911
Detroit Police Department Child Abuse Unit	224-1240 or 41
Protective Services	256-9661

For Counseling and/or Help:

Parents Anonymous	237-0943
Child/Family Center	571-1780
Family Services	833-3733

V. Recreational and Leisure Time Activities

Inexpensive things to do while you are unemployed.

Free (or just about).

a. Things to do any season:

Jogging
Watching and discussing a T.V. show
Family meetings and gatherings
Playing games (cards or board games)
Attending a church function
Family contests (cooking, jokes, charades, etc.)
Visiting museums
Going to an auction or garage sale
Attending convention center activities
Family walks
Sharing a hobby

b. Seasonal activities

Hiking
Bike riding
Picnicking
Kite flying
Visiting a park
Planting a garden
Going fishing
Swimming

Children's Activities

Activity	Cost
1. Children's Museum 67 E. Kirby Phone: 494-1210 Hours: Mon.-Fri. 1:00PM-4:00PM	Free
2. Children's Zoo Hours: Daily 10:00AM-5:00PM	13 years and up - $1.50 6 to 12 years - $.50 5 years and under - free
3. Children's Farm Keatington Antique Village and Farm Zoo Joslyn Court, Lake Orion Phone: 391-1004 Hours: Sat. and Sun. 12:00PM-5:00PM	Village - free Children - $.50 Adults - $1.00
4. Detroit Public Library 5201 Woodward, Detroit Library Events Dateline: 833-1722 Films and a variety of programs for school-age children.	Free

Family Activities

1. Detroit Zoological Park 8450 W. Ten Mile Road, Royal Oak Phone: 398-0900 Hours: Daily 10:00AM-5:00PM Parking: $2.00/car, $5.00/bus Free admission on Fridays with a courtesy pass available at any Detroit Neighborhood City Hall.	13 and over - $3.00 6 to 12 - $1.00 5 and under - free
2. Detroit Institute of Arts 5200 Woodward Avenue Phone: 833-7900 Hours: Tues.-Sun. 9:30AM-5:30PM Closed Mondays and Holidays	Voluntary donations
3. International Institute 111 E. Kirby at John R. Phone: 871-8600 Hours: Mon.-Thurs. 8:30AM-9:00PM Friday 8:30AM-5:00PM	Free to view permanent displays.

Activity	Cost
Family Activities	
4. Pewabic Pottery 10125 E. Jefferson Phone: 822-0954 Hours: Mon.-Sat. 12:00PM-4:30PM (Mon.-Fri. only during Aug.)	Free
5. Wayne State University Community Arts Gallery 450 W. Kirby Hours: Mon.-Fri. 9:00AM-9:00PM Sat.-Sun. 1:00PM-5:00PM	Free
6. Your Heritage House 110 E. Ferry Phone: 871-1667 Hours: Mon.-Fri. 10:00AM-4:00PM Offers 8-week workshops in dance, creative writing, puppetry, ceramics, and piano.	Cost varies depending on class.
7. Belle Isle Aquarium Phone: 224-1184 Hours: 10:00AM-5:30PM	Free
Dossin Great Lakes Museum Hours: Wed.-Sun. 10:00AM-5:45PM	Free
Nature Interpretive Center Hours: Tues.-Sun. 10:00AM-5:30PM	Free
Flowers Conservatory Hours: Daily 9:00AM-5:00PM	Free
8. Afro-American Museum 1553 W. Grand Boulevard Phone: 899-2500 Hours: Mon.-Fri. 9:00AM-5:00PM	Adults - $.50 Children - $.25
9. Detroit Historical Museum 5401 Woodward Phone: 833-1805 Hours: Tues., Thurs., Fri., Sat. 9:30AM-5:00PM Wed. 1:00PM-9:00PM Sun. 1:00PM-5:00PM	Voluntary donations. Suggested: Adults - $.50 Children - $.25

Activity	Cost
Family Activities	
10. Money Museum National Bank of Detroit Phone: 446-0713 Hours: Mon.-Thurs. 9:30AM-4:00PM Fri. 9:30AM-5:00PM	Free
11. Eastern Market 2934 Russell, Detroit Hours: Mon.-Sat. 5:00AM	
12. Walking Tours:	
Greektown - Monroe between Beaubien and St. Antoine	Free
Grand Circus Park - Woodward Avenue and Washington Blvd.	Free
Hart Plaza - Dodge Fountain, west of Renaissance Center Summer ethnic festivals are featured here.	Free
Harmonie Plaza - One block southwest of Madison on Grand River. Featuring Artist's Market, art galleries, and speciality shops.	
Civic Center	Free
Jefferson Avenue Renaissance Center Old Mariners Church Hart Plaza - Dodge Fountain Ford Auditorium City County Building - "Spirit of Detroit" bronze figure Michigan Consolidated Gas Company Building and bronze figure "Passo Di Danza" Veteran's Memorial Building Cobo Hall - "The Spirit of Transportation" bronze figure Joe Louis Arena	

Activity	Cost
Family Activities	
Kennedy Square	Free
The Heart of Downtown - Woodvard Avenue between Gratiot and Michigan	
Art Exhibits - Federal Building, 1st Floor Gallery	
Detroit Plaza Hotel (self-tour) Renaissance Center Detroit Riverfront Phone: 586-8352	
Fisher Body (G.M.) 28400 Plymouth Road, Livonia Phone: 522-4200, ext. 224 Call for hours.	Free
Ford Motor Company Rouge Plant Michigan Avenue and Southfield Dearborn Phone: 322-0034 Hours: Mon.-Fri. 9:30, 11:30. 1:30, 3:30	Free
General Motors Technical Center Mound Road and 12 Mile Road, Warren Phone: 446-4444 Call for hours.	Free
Pontiac Silverdome Opdyke and M-59 Roads 200 Featherstone, Pontiac Phone: 857-7700 Call for hours.	Free
Stroh's Brevery 909 E. Elizabeth, Detroit Phone: 567-4000 Hours: Mon.-Fri. every half hour from 9:00AM-3:00PM	Free children under 18 must be accompanied by parent or guardian.

Activity	Cost
Family Activities	
13. Historic Neighborhoods Contact: Department of Public Information Phone: 224-3755 for a free copy of "Detroit: A City of Neighborhoods" - a guide to 20 historic neighborhoods in the city of Detroit.	Free
14. Detroit Science Center 52 E. Forest, John R. near Warren, Detroit Phone: 833-1892 Hours: Tues.-Fri. 9:00AM-4:00PM Sat. 10:00AM-5:00PM Sun. 12:00PM-5:00PM Fri., Sat., and Sun. Evening 7:00PM-9:30PM	6 years and up - $2.50 4 and 5 year olds - $1.00
15. Fishing - There are three fishing wharves along the shores of Belle Isle, several riverfront boat-launching sites, and a marina. Phone: 224-1190	
16. Parks - For more information on parks in this area, check your city's Parks and Recreation Department. See also recreation for Detroit Recreation Districts. Huron-Clinton Metropolitan Authority operates 10 metroparks in Southeast Michigan. These include: Metro Beach Mt. Clemens Phone: 436-4581 Stony Creek Utica/Rochester Phone: 781-4242 Marshbank Near Pontiac contact Kensington Kensington Milford Phone: 685-1561	

Activity	Cost
Family Activities	
Hudson Mills Northwest of Ann Arbor Phone: 426-8211	
Dexter-Huron Northwest of Ann Arbor Phone: 426-8211	
Delhi Northwest of Ann Arbor Phone: 426-8211	
Lower Huron Belleville Phone: 697-9181	
Willow Between New Boston and Flat Rock Contact Lower Huron	
Oakwoods Near Flat Rock Phone: 782-1255	
Required are 1981 Metropark Vehicle Entry Permits; (Annual - $7.00, Senior Citizens Annual $2.00, Daily $2.00). Additional fees for boat launching. Variety of programs and things to do. Dancing under the stars on Saturday evenings at Metro and Willow, golf, archery, swimming, nature trails, fishing, picnics, playgrounds, canoeing, etc.	
Macomb County Park	
Dollier - Balinee County Park 1500 Metropolitan Parkway 16 Mile near Utica Road Sterling Heights Phone: 979-8750	

Activity	Cost
Family Activities	
Oakland County Parks and Recreation	
Administrative offices and information Phone: 858-0906	
Addison Oaks 1480 W. Romeo Road, Oxford Phone: 693-2432	
Groveland Oaks 5990 Grange Hall Road, Holly Phone: 634-9811	
Springfield Oaks Youth Activities Center 12450 Andersonville Road, Davisburg Phone: 625-8133 Golf Course Phone: 625-2540	
Waterford Oaks Activities Center 2800 Watkins Lake Road, Pontiac Phone: 858-0913	
Wave Pool 1702 Scott Lake Road, Pontiac Phone: 858-0918	
White Lakes Golf Course 991 N. Williams Lake Road, Waterford Phone: 698-2700	
Independence Oaks 9501 Sashabaw Road, Clarkston Phone: 625-0877	
Glen Oaks (Golf) 30500 w. 13 Mile Road, Farmington Hills Phone: 851-8356	
Red Oaks (golf) 29600 John R., Madison Heights Phone: 541-5030	

Activity	Cost
Family Activities	
Oakland County Parks and Recreation offers clown performances, horse and antique shows, golf and tennis tournaments.	Admission: $2.00/vehicle - residents Oakland Country) $3.00/vehicle - non-residents

APPENDIX D

PROBLEM-SOLVING SKILLS TRAINING MODULE

PROBLEM-SOLVING SKILLS

Objectives of this Session

During this session we will continue problem-solving and develop an action plan. By the end of the session, you will know:

- What to do if you think you are not going to be able to meet your mortgage payment
- What to do if you are not going to be able to meet your utility bills
- What community agencies might be able to help you
- Ways to keep going while you are unemployed
- The job find club
- And finally, your action plan.

First let's talk about mortgage payments and car payments. What do you do to keep from losing your house or your car? (... keep up the payments) What should you do if you think you're not going to have enough money? Right. You go talk to the bank. They can make arrangements for a reduction in your payments for a limited period (120 days). It's important, though, to talk with them before you miss a payment.

So one of the dates you want to mark on your action plan is the month when you think you're going to have difficulty meeting your payments.

What should you do if you run into problems? What community agencies are available to help you?

We've talked about crises and how to meet them. Let's pull back a little and talk about ways to keep going while you're unemployed.

When cash is limited, what do you do?

YOU JOIN THE UNDERGROUND ECONOMY.
YOU BARTER.

YOU ORGANIZE A SURVIVAL CLUB.

You're unemployed, but there are still people who are working. They need houses cleaned and repairs made. What can you do that people need? Put your skills to work. It won't replace your paycheck--but every little bit helps.

You trade services. Maybe you can offer your dentist a car repair or a paint job.

You organize yourselves to help each other. A survival club is designed to keep you going, and your family going without money or for less money. You can set up a clothing exchange. You can trade babysitting. You can trade house repairs for car repairs. You can figure out together the best way to turn assets into cash. You can buy food wholesale and share the savings.

You pool your skills and you help each other problem-solve. You help each other--you're not trying to go it alone!

The real issue though is not just surviving--it's getting back into a job. What do you need to job hunt successfully in a time like this?

1. You need to make some decisions about what kind of a job you're looking for. About whether you're going to job hunt around Detroit, or try some other state.

2. You need some skills. How to present yourself on paper. How to present yourself over the telephone. How to interview.

3. You need some job leads. How do you go about that? (e.g., newspapers, MESC, tips from friends, going to personnel offices).

   You can't just depend on the newspapers or MESC. You're most likely to find a job when a friend or relative tells you about an opening and recommends you. A lot of jobs, too, never get advertised.

   The more contacts you make, the sooner you're going to find one that turns out to be YOUR job.

The best device to help you job hunt is the Job Find Club. The Job Find club is a place where you come every day to decide what you're going to do and how to do it. And you report back the next day on what happened during yesterday's interviews. The Job Find Club members help each other with job-hunting skills. They keep each other from getting discouraged.

There are job find clubs going at the following locations: (Give out sheet with names, addresses, etc.) (And/or indicate union plans to run a job club.)

The Action Plan

We've covered a lot in these sessions. Now I'd like to put it all together with you into an ACTION PLAN. What are you going to do? Remember, you're in control!

MY ACTION PLAN

MY BENEFITS	WHAT I NEED TO KNOW WHAT I NEED TO DO
MY FAMILY	
KEEPING AFLOAT	
JOB HUNTING	WHEN WHERE, HOW

APPENDIX E

ASSERTIVENESS TRAINING FOR JOB HUNTERS

This segment on Assertiveness Training for job hunters has been designed to assist workers in securing new employment and in applying assertive qualities in other unemployment situations (e.g., unemployment lines, home, etc.).

Major focus should be placed upon differences between assertiveness, non-assertive behavior (passive), and aggressive behavior. These points may be further discussed through the three role plays provided on interviewing.

It should be stressed that assertive behavior in job-seeking situations will enable the employee to be comfortable about his/her own strong qualities and project this confidence in interviewing situations.

It is important to communicate that the employee may have to apply for jobs at a couple of dozen places--that this is unfortunate, but "the only game in town." Thinking that the situation is unfair will only cause the employee to quit trying to find another job. It is also good practice to keep track of questions that are asked in interviews: These questions will probably come up again.

Persistence is extremely important when contacting and re-contacting potential employers.

ASSERTIVENESS TRAINING

Sample Role Plays

Non-Assertive

Interviewer (I):	I'll be frank with you. I'm probably going to have 200 people applying for this job. Why should I hire you?
Employee (E):	Well, I really need the job (Everyone needs the job, what makes you special for this job?)
I:	Lists some qualities he/she is looking for.
E:	Gee, I really haven't done much of that, but I'd be willing to try.
I:	I see here that you weren't working from 1977 - 79. What's the problem?
E:	I guess things were really rough. Just couldn't find anything. I had all this back trouble that was really flaring up. I really was trying to find work but...
	(Don't run on with excuses as it will make you seem like a bad risk.)

ASSERTIVENESS TRAINING

Sample Role Plays

Aggressive

Interviewer (I):	I'll be frank with you. I'm probably going to have 200 people applying for this job. Why should I hire you?
E:	Why shouldn't you? I'm just as good as anyone else.
I:	Lists some qualities he/she is looking for.
E:	Just give me a chance O.K.? I'll show you. (hostile tone of voice)
I:	I see here that you weren't working from 1977 - 79. What's the problem?
E:	Listen, that's really none of your business. I'll take care of it--don't you worry about it.

ASSERTIVENESS TRAINING

Sample Role Plays

Assertive

Interviewer (I):	I'll be frank with you. I'm probably going to have 200 people applying for this job. Why should I hire you?
E:	Well, I can say that I've worked regularly for the last eight years. I had very few sick days and was on time. In the eight years that I was working I did a large variety of work so I'm sure I could handle the job. What type of person are you looking for, for this job?
I:	Lists some qualities he/she is looking for.
E:	I've done something similar to that (go into detail)
I:	I see here that you weren't working from 1977 - 79. What's the problem?
E:	I had some difficulties at that time. Thankfully, I've cleared those up and that won't be a problem now.
	(If the Interviewer wants specifics--let them ask. You don't owe them a detailed explanation of the past, only what you can do for them now.)

ASSERTIVENESS TRAINING

Sample Role Play

Gatekeepers

Gatekeeper (G):	Hello, _____ Co. Can I help you?
E:	Yes, I'm calling about the job listed in the paper for _____.
G:	Well, we've had about 200 applicants already call for this job--so it doesn't look good.
E:	That's O.K., I'd still like to get an application or apply in person.
G:	Well, all my applications are gone--call back tomorrow.
E:	Is there someone else I can speak to about this job.
G:	No, I'm handling this.
E:	Who is your supervisor?
G:	I said I'm handling this--and he can't be bothered right now.
E:	What is his name?
G:	Well, all right--Mr. _____
E:	Thank you.
G:	Hello, _____ Co. Can I help you?
E:	I'd like to speak to Mr. _____.

ASSERTIVENESS TRAINING

Sample Role Play

MESC Office

MESC Worker (W):		It looks like you don't have your driver's license--go get it and come back.
	E:	What do you mean? I've been waiting in this line for two hours--can't you do something right now?
	W:	No, go get it and come back--now--you're wasting my time.
	E:	Do I have to wait in line again?
	W:	Yeah!
	E:	Well, I'm not leaving until you tell me exactly what I need to bring with me.
	W:	It's all in the book--now move on ...
	E:	What book?
	W:	The MESC book.
	E:	Well, where can I find it?
	W:	Look I've got problems of my own--now, the book is on the table over there.
	E:	If I follow what the book says--I won't have any more problems?
	W:	No, everything will be in order.
	E:	All right, I'll be back later.

TABLE 1

Assertiveness vs. Bragging

Assertiveness	Bragging
Standing up and speaking up for yourself without putting other people down.	Putting yourself up and others down: "I'm better than you."
Listing or stating your strong points.	Listing or stating your strong points at the expense of others: "of course I can do a better job than "s/he" can--I'm dependable--he's a jerk."

TABLE 2

Strong Points or Qualities

List Your Strong Personal Qualities (honest, dependable, few sick days, etc.)	List Your Strong Professional Qualities (welding for 8 years, on time, etc.)

TABLE 3

Practice Sessions

1. Practice presenting your positive points (professional and personal) to a friend or spouse in three or four sentences. At first you'll feel silly, but keep practicing until you feel comfortable talking about your strong points. (Don't forget qualities "everyone" has such as being dependable, honest, few sick days--"everyone" doesn't have these qualities).

2. Prepare what you want to say--in advance--just as you would before going to a doctor's office--if you don't, you are likely to forget several things you wanted to say.

3. Remember, practicing and thinking things out in advance will make you more comfortable in the job interview.

APPENDIX F

STRESS MANAGEMENT THROUGH SOCIAL SIMULATIONS

SOCIAL SIMULATION IS A PRESENTATION TECHNIQUE THAT USES DRAMA, COMEDY, ETC. TO PRESENT SOCIAL ISSUES AND REAL LIFE SITUATIONS TO AN AUDIENCE. SHORT SCENES ARE DEVELOPED THAT FOCUS ON A SPECIFIC IDEA, ATTITUDE, OR THEME.

One of the most significant aspects in the use of a social simulation is that you only try to develop one point in a specific scene. Usually, one needs two or three "sims" to portray the same point and the point thus becomes illustrated in different ways.

Role of Facilitator:

The facilitator's role is very critical in the use of social simulations. First of all, the facilitator must set the stage for the scenario. He/she introduces the character and lays the setting.

Secondly, the facilitator must follow the scenario and stop the action at its most critical point. Sometimes, one can follow a script, but at times, you just have to follow the scene and pick the critical moment.

Third, the facilitator has to be able to work the audience, and to use the audience to bring out the point of the simulations. (Scripting for possible social simulations follows this brief discussion.)

The point of these sims is that participants appreciate the feelings of frustration and impotence experienced by the unemployed worker. He feels as if he is not providing for his family adequately and thus is not receiving gratification as he is accustomed; his wife is unavailable to him and because he is not doing a good enough job in the critical areas in which he is working, his children are not appreciating him.

The facilitator's job is to enable the audience to aid the actors to change their ways of interacting together so that there are more alternatives than the ones presented. It is critical that the audience recognize that none of the family members are to blame, but that the stress of the current situation has rendered them incapable of supporting each other.

When the facilitator responds to the audience, he/she can allow them to ask questions of the participants (actors); the actors must remain in role throughout. However, there can't be too many "WHY" questions. The primary function is to change the current functioning and give the actors alternative behaviors. Arguing with them won't change much; nor will rehashing the past. We have presented a scenario that is very common; the task is to help the individuals involved get out of the situation and change their own environments.

The facilitator must know what the basic point of the sim is and work to bring out that point, regardless of all the other good points (e.g., that Dad feels helpless and unappreciated and so does Mom).

"YOU ARE THE BOSS"

Start with brief discussion of impact of unemployment on family life--use about 15 minutes for a presentation on phases, both individual and family. Follow with "sims" below:

SCENARIO I

Scenario: Dad, who is unemployed, is at home, making dinner. Wife, who has traditionally been either at home or working part-time, comes home. Kids are around.

Mom: Oh, am I tired. It's been a long day.

Dad: I'm kind of tired too-been looking for work, but there is nothing really out there. Hey, want to go to Joe and Nancy's to play cards tonight?

Mom: No, I'm much too tired after working a full day--you should understand that.

Dad: Yeah, I do, but it's just that I'm getting kind of bored with not much to do.

Mom: Well, there's plenty to do around here if you want to-- I NOTICE THAT THE LIVING ROOM STILL NEEDS PAINTING AND THE LAUNDRY ISN"T DONE.

Dad: I'm doing the best I can, but that gets to be kind of a drag after a while. I'm used to being around people all day.

Mom: Well, now you know how I used to feel--why can't you just appreciate what I'm doing instead of complaining all the time?

Dad: I do appreciate it, but I still get kind of lonely and you're always too tired to talk to me. You don't want sex so much and I feel left out.

Mom: Sex, sex, that's all you ever think of--can't you just grow up and be a man? You want me to work all day, support the family, help the kids with homework when I come home, and then be a Playboy bunny for you too. Well, I'm sick of it.

Dad: All right, all right, let's have dinner. I'm sorry.

Family sits down to dinner.

Kid 1: God, this is foul--is it burnt or something?

Dad: No, it's not burned; eat it.

Kid 2: It really tastes gross. I don't want to eat this.

Dad: Shut up and eat. I'm sick of complaining.

Mom: Don't yell at them because they don't like dinner. If they don't want to eat they don't have to.

Kid 1: If you would only learn to cook like Mom did, we wouldn't complain. Why don't you get a job and let Mommy cook dinner.

Dad: Damn it, now leave the table, I don't want to hear any more.

ESCALATES

STOP

SCENARIO II

Dad is at home; adolescent son comes in after school, drops his books and leaves.

Dad: Hey, John, don't leave your books there.

John: All right, all right; I'll get them later.

Dad: Not later, now, and besides that, you can't go anywhere until you do some of the chores we ask you to do. You have to take out the garbage and mow the lawn.

John: I can't; the guys are hanging around waiting for me.

Dad: I'm sorry that they're hanging around, but they'll have to wait some more. These are your jobs and they've always been your jobs and I don't understand why you're getting so lazy lately.

John: Well, I'm tired of being a slave around here and having to do all this work and go to school and do homework; I have no time to be with my friends. I don't want to do that crap now.

Dad: WELL, THAT'S A SHAME, BUT YOU'RE STILL A A PART OF THE HOUSEHOLD AND YOU'LL JUST HAVE TO DO THEM, LIKE IT OR NOT.

John: Damn! YOU ARE A NAG. Why don't you do those things? You do nothing all day and all you have to do is chores and pick up after us and nag us. You do them--you don't do anything else after all.

(SAID LOUDLY)

STOP

SCENARIO III

Dad sitting at home. In walks pretty adolescent daughter--obviously Dad's favorite.

Dad: Hi, hon. How's your day going?

Roz: Oh, great dad. Listen, I am so excited. All of the kids are going roller skating and out for pizza on Friday night. We're going to meet at the roller skating rink and then we're going to the pizza parlor, and then all the girls are going to sleep at Mary Ellen's house and al the guys are going to sleep at Joe's home and we're going to talk on the phone and everything.

It really should be fun. This group hasn't done anything together in a long time.

Dad: Sounds terrific, honey. Hope it's fun.

Roz: Oh, it will be . . . (casually). I think I'll need about $5--for the place and the skate rental and the pizza. I'd like a new outfit, but I don't think I need it.

Dad: Roz---I don't have $5.

Roz: Dad, why not? I haven't asked for money in a long time and you always pay for that sort of stuff.

Dad: I know, sweetie, but we don't have it. We barely have enough to meet our expenses these days and I just can't give you $5 to play with. I wish I could, you know I do.

Roz: Oh, (looking rally unhappy and on the verge of tears, but hanging in there) it's okay, Daddy,

I understand. It was selfish of me to ask you. I'm sorry.

Dad: I wish I could give it to you---you're a good girl and you always help out and you could use some fun, but I, I can't.

Roz: It's all right, Dad. (Kisses him on head, leaves the room with books)

DAD SITS THERE QUIETLY HOLDING HIS HEAD IN HIS HANDS. HOLD SCENE FOR A FEW MINUTES BEFORE SAYING STOP.

APPENDIX G

A MODEL FOR A WORKSHOP OF EARLY RETIREMENT OPTIONS

INTRODUCTORY MEETING: LOOKING AT RETIREMENT OPTIONS

Welcome and Introductions

Looking at Retirement Options

Review of Agenda for Group Sessions

- Expectations--changes
- Financial Planning
- Legal Affairs
- Health and Well-being
- Where to Live
- Community Services
- Leisure Time/New Careers

Questions and Discussion (30 minutes)

Adjournment

Note: Plan for 2-hour sessions with break period.
Provide folders for handouts and notes.

SESSION 1

EXPECTATIONS AND CHANGES IN RETIREMENT

Welcome and Introductions

Establishing Goals and Objectives

What Do I Expect in Retirement?
(Participant list)

Comparing Expectations with Experience

What to Expect Emotionally

Role Play or Social Simulations

Discussion and Summary

Note: Be prepared to outline goals and strategies and timetable for achieving goals.

SESSION 2

FINANCIAL PLANNING

Objectives of Financial Planning

Developing a Personal Financial Plan
(estimating inflationary impact)

How Can you Estimate Expected Retirement Income?

- Social Security
- Plant Benefits
- Options and Implications of Part-Time Work
- Savings and Investments

Summary

Note: Use prepared financial planning guide for participants to fill out at home and discuss at beginning of Session 3.

SESSION 3

LEGAL AFFAIRS

(Questions from Financial Plan Activity)

Getting Your Records Together

Who Needs a Will?

When Do You Need a Lawyer? How Do You Find One?

Other Legal Issues

Summary

SESSION 4

HEALTH AND WELL-BEING

Facts and Myths about Aging and Health

Handouts on Medical and Psychological Factors Regarding Aging

Taking Charge of Your Health

- Stress
- Exercise
- Diet

Summary

SESSION 5

WHERE TO LIVE

Developing a Personal Housing Plan

Living and Sharing with Children and/or other Family Members

Checking Out the Community and Neighborhood

Checking Out the Home

Summary

SESSION 6

COMMUNITY SERVICES

Inventory of Local Services

- Educational and Vocational
- Recreational and Cultural
- Financial
- Health- Mental Health-Related
- Social

Your Rights and Responsibilities as a Consumer of Services

SESSION 7

LEISURE TIME/NEW CAREERS

What Does "Leisure" Mean to You?

Slide/Tape: Leisure Time

Assessment of Activities

- What do you like and why
- Activities that contribute to your life

Identifying Jobs You Might Like

- Activities or skills
- Evaluating job options

A Sample Week in Retirement

Your Personal Plan of Action

Summary and Evaluation

APPENDIX H

TRIGGER VIDEOTAPE: NOT WORKING COMMUNITY DIALOGUE

"Not Working"

The videotape "Not Working" was produced by the sponsoring and cooperating agencies of the Washtenaw United Way Community Forum. This 30-minute documentary was filmed and edited during August and September of 1980, and was taped entirely in Washtenaw County.

The videotape consists of interviews with agency staff at the Michigan Employment Security Commission (MESC) and the Department of Social Services (DSS), and with unemployed individuals and their families at various locations in Washtenaw County. Locations include parks, residences, and neighborhoods, as well as the Washtenaw County Jail.

The purpose of this videotape is to present the spectrum of needs that emerges from the general problem of unemployment. The interview format allows individuals who are actually experiencing the stresses of unemployment to describe these problems in their own words. In this way, the viewer is given a perception of the actual impact of these problems on individuals and their lives.

It is expected that the videotape will be useful as a "trigger" for discussion and for problem-identification, which precedes problem-solving. (The 3/4 inch tape is available, on loan, from The Washtenaw County United Way.)